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NEA Today

WASHINGTON, D.C. NOVEMBER 1986

A NEWSPAPER FOR MEMBERS OF THE NATIO VOL. 5, NO. 3

THINKING
An Ancient Art Becomes A New Science

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PRESIDENT'S VIEWPOINT

My Message...and Theirs

Analysts of teenage sexual behavior regularly note that the teen pregnancy rate in the United States is twice that found in France, England, and Canada, triple the rate in Sweden, seven times the rate in the Netherlands.

As educators, you and I know this problem not as a set of abstract statistics, but as a daily reality, a daily tragedy.

We know the issue is complex. And I in no way wish to deny the complexity. But I do want to note—as discussions of both teenage sexuality and teenage drug use become more heated—the increasing rarity of the terms *responsibility, self-control, self-respect.*

I think we have jumped much too quickly to the conclusion that today's teens will scoff at these words. We seem convinced that sexually active youngsters or youngsters experimenting with drugs have nothing but scorn for adults who bring to these issues a moral tone. A recent experience convinced me that this judgment is premature... and very likely dead wrong.

Last month I had the privilege of speaking to roughly 2,000 students at McKeesport High School in Pennsylvania. My theme was courage—the courage to resist peer pressure.

I didn't try to con the McKeesport students. I admitted that resistance was difficult. I told them I knew they lived with pressures and tensions far more intense than my generation had known as teenagers.

But I also told them that those problems do not justify irresponsibility. I told them that education is a gift—an opportunity to grow, to become fortified for the future, to fulfill

Joe Di Dio

NEA President
Mary Hatwood Futrell

dreams. And I added that they could show appropriate gratitude for that gift only by seizing those opportunities, by committing themselves to learning and making the most of the education they were offered.

The McKeesport students didn't scoff at this message. And no scorn surfaced when I added that we educators could help them only if they helped themselves.

Nor was there a hint of contempt when I explained that self-help meant saying no to shoddy study habits, no to disrespectful behavior, no to nicotine, no to alcohol, no to marijuana and coke and PCP, no to premarital sex.

Surely now I had turned them off. But no. They were still listening. This was no time to back off.

I explained that teachers and parents could help, but only they themselves could develop the habits and character and integrity that would allow them to walk with pride and dignity and real self-respect.

I returned to the issue of peer pressure: "Ask yourself who your real friends are. Would a friend pressure you to do drugs, to get drunk, to risk pregnancy? Would a friend ask you to jeopardize your future? Would a friend invite you to do something that could literally kill you?"

When I finished my remarks, the response went beyond polite applause. I was pretty sure they hadn't tuned out. I was confident that I hadn't turned them off.

Then came the proof. Students approached the stage to shake my hand, to hug me—to thank me! Many wanted to talk further. But above all, they wanted me to know that words like "responsibility" and "self-respect" and "true friendship" had hit home.

And what I'll remember most is the number of students who said, "Thank you for delivering *our* message."

Maybe we adults, as we try to help struggling young people, underestimate them. Maybe we worry a bit too much about their scorn. Maybe we ought to try a bit more often to deliver *their* message. □

TRENDS

Dried-Up Literature

Ever tried luxuriating in a warm, sudsy bath while reading your newest literary find? Ever notice that it's hard to read a book that's been drenched by suds?

Take heart. There's relief ahead, thanks to the increasing availability of literature in cassette tape form.

Sales of the suds-proof "books" are booming. Some 12,000 volumes are now available, from classics to current fiction to (most popular of all) self-help manuals.

And publishers aren't the only people reaping a profit. Reading literature aloud while the tape runs offers new work for any actor equal to the challenge of creating and maintaining several characters at once.

Now if we could only get the kids to listen in...

For Better or Worse...

Two new studies report that friendships between students in first through fourth grade are far more stable than previously thought. Yale University researchers found that boys and girls in those age groups tend to cling tightly to old friends.

By contrast, friendships among students in grades four through eight tended to be far more fragile. But this development, the researchers suggest, may be healthy.

Kids may stick together throughout the early elementary grades only because they lack the opportunity—and the motivation—to meet new, more satisfying companions.

A Word from Wall Street

A firm grounding in finance and marketing is no substitute for the interpersonal finesse today's business world requires. Corporate recruiters

are now making it known that they seek graduates whose training includes a liberal arts base.

The University of Minnesota is one school working to meet this demand. The University's School of Management is giving new emphasis to foreign languages, ethics, and literature.

This turnaround, say School of Management officials, will provide businesses with the employees they most need—those with the skills to smooth ruffled feathers, iron out office squabbles, develop teamwork, and motivate staff.

Intellectually Nutritious...

Wendy's Old Fashioned Hamburgers holds no monopoly on that immortal question "Where's the beef?" Teachers condemned to pabulum-style textbooks—particularly in science and history—have been directing that inquiry to publishers for years.

But it now appears that the textbook equivalents of quarter-pounders have arrived. A study sponsored by People for the American Way found that 1986 K-12 U.S. history texts offer accurate portrayal of issues previously ignored or misrepresented: minorities and their role in shaping America, war and its consequences, and the theory of evolution.

The study's only acidic criticism is reserved for textbooks that fail to give appropriate weight to the influence organized religion has exerted on American culture.

...But Famine Still Threatens

Censorship of curricular materials jumped 30 percent last year, according to a second report by People for the American Way.

Popular targets included Alice Walker's novel *The Color Purple*, Franco Zeffirelli's film version of *Romeo and Juliet*, and newly instituted school-based drug education programs. English courses remain under fierce assault, as do sex and health education programs.

The survey, "Attacks on the Freedom To Learn," counts 130 censorship incidents spread over 44 states. □

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EDUCATION REFORM

A National Certificate for America's Teachers?

NEA activists are serving on a planning group that will create a national board charged with developing the first-ever national teaching certificate. A national certificate could pay off in higher respect and salaries—but only if states let teachers help determine who gets licensed to teach and how.

Joe Di Dio

Mary Hatwood Futrell

Sue Hovey

Edith Swanson

If ever the time were ripe for teaching to take its rightful place among our society's most prestigious professions, it is now.

After three years of education reform rhetoric and reports, the public seems hungry for action that could turn the ambitious reform recommendations into concrete realities.

That action has begun. Earlier this fall, just after school started, the influential Carnegie Foundation appointed 33 distinguished citizens and educators to a special planning panel. Their charge: create a National Board for Professional Teaching Standards that will issue the first-ever national teaching certificate.

The idea of a national teaching certificate first captured public attention last May when the blue-ribbon Carnegie Task Force on Teaching as a Profession released its widely heralded report, *A Nation Prepared*.

The Task Force included leaders from all walks of American life—including NEA President Mary Hatwood Futrell—and it recommended the creation of a National Board for Professional Teaching Standards.

This board, with a majority of its members teachers, would establish high standards for what teachers need to know and be able to do—and then certify teachers who meet those standards.

Teachers, under the Carnegie recommendation, would apply voluntarily for the national certificate. Those who earn this certificate would presumably be more highly sought after and therefore able to command higher pay. A national certificate might also make it easier for teachers to move from state to state without having to reestablish their teaching credentials.

Among those named by Carnegie to the planning group for the new national board are NEA President Futrell, Idaho social studies teacher and NEA Executive Committee member Sue Hovey, and Michigan sixth grade teacher and NEA Board of Directors member Edith Swanson.

The Carnegie planning panel, led by former North Carolina Governor James Hunt, also includes other teachers, school administrators, and elected officials. The panel will select the first members of the National Board for Professional Teaching Standards and decide how the board will operate.

Carnegie hopes the new board will be in place by next September. The board is expected to begin granting national teaching certificates two or three years later.

The National Board for Professional Teaching Standards will be an independent, nongovernmental body. The board's national teaching certificate will have no official or legal standing. Legal power to license teachers to practice their profession will continue to reside with the states.

"That's why we have to focus our attention at both the national *and* the state level," says Sharon Robinson, NEA director of instruction and professional development.

At the national level, Robinson explains, NEA members will need to make sure that the assessments used to determine who qualifies for a national teaching certificate truly reflect what teachers need to know.

At the state level, Robinson notes, NEA members will have to work just as hard to see to it that states base their own licensing standards on the high standards established by the national board.

Forty-one states, Robinson points out, currently permit local school districts to issue "emergency" certificates to men and women who have never been prepared to teach.

"Every time school districts hire untrained people to teach, they send the public the message that teaching is a profession that doesn't demand professional preparation," notes Robinson. "We'll never significantly upgrade our profession as long as states permit unqualified people to be hired to teach."

To end the hiring of unqualified individuals, NEA has long advocated that professional standards boards—led by teachers—be created in every state. These boards would create standards for entry into the teaching profession, and states would grant licenses only to people who attain the teaching credential granted by the state professional standards board.

"The establishment of a national teaching certificate could make a significant positive difference for teachers," sums up Robinson, "but only if teachers, at the state and national level, really take charge of their profession."

—Diane Dismuke

Effective State Boards Are Key to National Certification

The basic notion behind the emerging new National Board for Professional Teaching Standards—that teachers themselves must take charge of setting the standards for their profession—isn't a new one. It's nearly as old as the NEA.

Back in 1858, a year after NEA's founding, Association President Zalmon Richards said teachers should "be entrusted (with) the duty and responsibility of examining all persons who desire to enter the profession."

Today, Oregon is one state that does involve teachers directly in the certification process. Oregon's 20-year-old Teacher Standards and Practices Commission is fashioned from the state certification board model long advocated by NEA.

Joe Di Dio

Len Anderson

Oregon's commission became an autonomous body in 1973. Eight of its 17 members are practicing teachers, and all are appointed by the governor—subject to state senate confirmation—for three-year terms, with a two-term limitation.

"We approve teacher preparation programs throughout the state and set all state certification requirements," reports the Commission's current president, Len Anderson, a high school librarian who's also vice-president of the Oregon Education Association and past president of the Portland Association of Teachers.

Across the country to date, just 15 states have teacher certification boards that function autonomously, and only seven have boards on which practicing teachers constitute a majority.

"If those numbers aren't improved," notes NEA Executive Director Don Cameron, "bureaucrats, not teachers, will be deciding how states should or shouldn't recognize the national teacher certificate developed by the National Board for Professional Teaching Standards. That would be a big mistake."

Delegates to last July's NEA Representative Assembly in Louisville agreed. They directed NEA President Futrell and Executive Director Cameron to work toward building a national certification process that's as closely integrated as possible with certification boards at the state level. □

News Beat

- The number of high school seniors taking the **Scholastic Aptitude Test** (SAT) grew by 2.3 percent last year, but average test scores remained the same as in 1985—431 on the verbal and 475 on the mathematics portion. Once again, the College Board cautioned against comparing one state's average to another's. Reason: the percentage of students who take the SAT varies widely from state to state. In general, the higher the percentage of test-takers, the lower the average score.

- Back in the news: **teenage school bus drivers**, still allowed in 10 states. In the past year, four South Carolina children have died in school bus accidents—all with drivers under age 18. Teenagers account for 49 percent of the state's school bus drivers. North Carolina ranks second, with 33 percent under age 18. Officials in both states say low wages force them to hire young drivers.

- How well do states treat **women compared to men?** A new study from sociologists David Sugarman and Murray Straus judges the states on 29 measures ranging from laws protecting women's rights to the number of women in professional and administrative jobs. Oregon comes out best, scoring 60 points out of a possible 100, followed by Michigan, Alaska, Maine, and Maryland. The five worst: Vermont, Arkansas, South Carolina, Alabama, and Mississippi.

- IBM spent **$2,278 per employee** to educate its workforce in 1984—more than Alabama, Mississippi, or Utah spent on each public school student.

- Of all the things kids do, which causes the most serious **conflicts with parents**? "Arguing with their siblings," say 2,000 parents whose responses were tallied by *Better Homes and Gardens*. "Behaving badly toward family members" and "acting irresponsibly" came in second and third. □

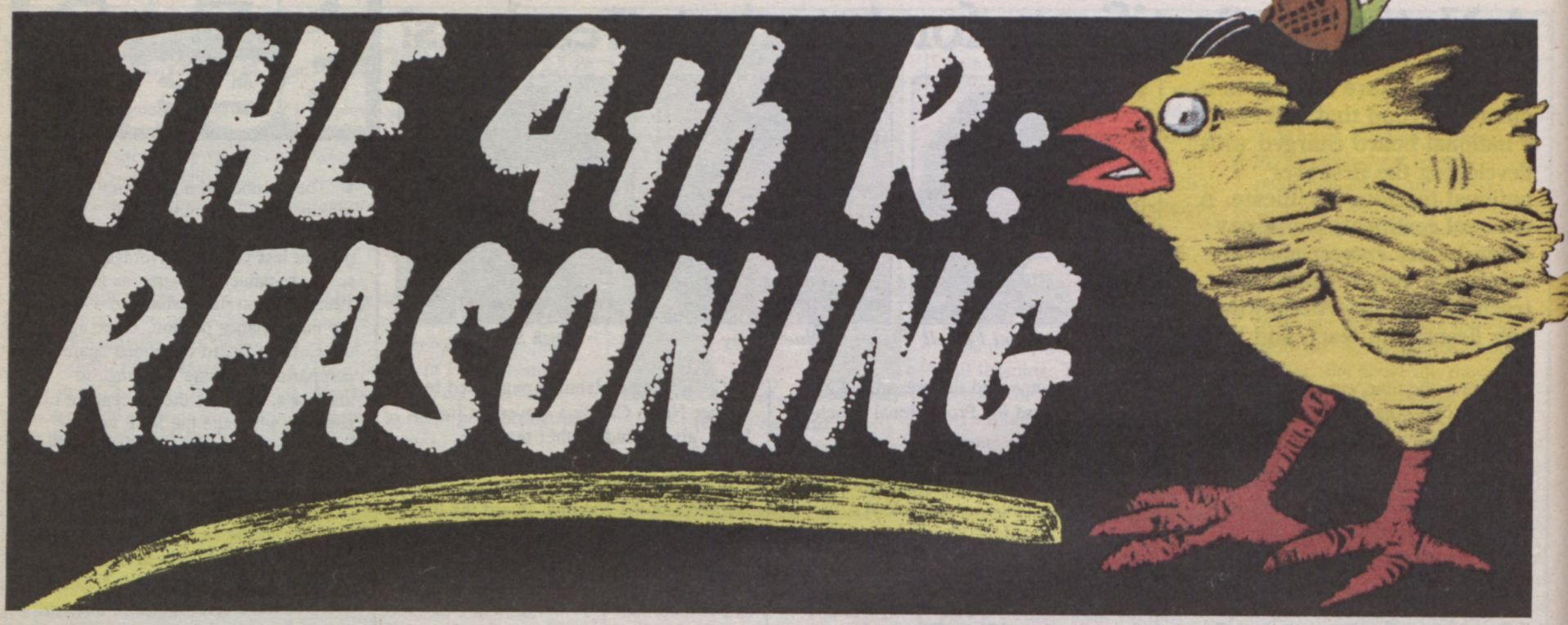
WELL PUT!

Steve Boros, manager, major league baseball's San Diego Padres

"If you could be anybody else, who would it be?" When *USA Today* put that question to San Diego Padres manager Steve Boros, he replied: "The President of the United States. I'd federally subsidize an increase for teachers' salaries to the same level as physicians'."

TEACHING THINKING...

THE 4th R: REASONING



Armed with new techniques for teaching kids to reason, to analyze, and to evaluate information, the nation's classroom teachers are taking a more sophisticated approach than ever before to helping students develop their thinking skills.

In Cathy Skowron's first grade class in Provincetown, Mass., Chicken Little's credibility is being sorely tested.

Skowron closes the children's classic on her lap and thinks about the question at the top of her lesson plan: "Is Chicken Little a reliable source?" She translates for the class: "What are some of the mistakes the animals made in *believing* Chicken Little?"

Six-year-old hands go up all over. "They shouldn't have believed the fox," suggests the first child. "They could have gone over to see if there were pieces of sky on the ground," chimes in another.

Mentally applauding the children's reasoning, Skowron probes further: "Did any of *you* believe the sky was falling?"

The approach this Association member applies to teaching students to think and to evaluate carefully what they hear is winning converts across the nation. Where education policy makers were harking back to the 3Rs five years ago, many of today's practitioners are advancing a more fundamental 'basic': "higher order thinking skills."

It usually begins with teachers circulating Benjamin Bloom's taxonomy of the cognitive domain (a classification of thinking processes from memory to evaluation). Soon they're incorporating other, more finely tuned cognitive objectives into lesson plans designed for a new generation of independent learners.

That's an appropriate response to a society that's experienced an "information explosion" in recent years, suggests Association member Bob Swartz, who directs the nation's only master's degree–granting critical and creative thinking program, at the University of Massachusetts at Boston.

"Today more than ever, the ability to reason and sort out the trivial from the valuable comes into play," Swartz stresses. Classroom teachers, he believes, have seized the initiative in teaching thinking skills, in part due to exciting breakthroughs in cognitive research by such scholars as the University of Illinois' Robert Ennis, Yale's Robert Sternberg, and Harvard's David Perkins.

Steve Heaslip

Provincetown, Mass.: Even first graders are receptive to thinking critically about information that's presented to them, Cathy Skowron has found.

Since they look at intelligence as much more varied than what is tested on IQ tests, these researchers call for new approaches to thinking and learning that will actually make kids more intelligent. Such approaches include putting students in situations requiring them to make decisions and solve problems, then having them monitor the strategies they use and modify them as needed.

Thinking skills specialist Barry Beyer, an education professor at Virginia's George Mason University, disputes the common assumption that teachers have always taught students to think.

"Teachers have stimulated, fostered, and encouraged thinking in the past," Beyer corrects. "Now they're beginning to *teach* thinking, through systematic classroom instruction in how to apply it in the content areas."

His point is reinforced by other experts who stress that the idea is not to teach thinking *instead* of content, but to teach students the intellectual skills they need in order to acquire and make use of knowledge in any field.

"Extrapolating, synthesizing, problem solving, judging are all skill objectives that I try to work into my lesson plans," explains Barbara Smith, a high school English and speech teacher in Miami, Okla. One day student debaters might sound off for and against a provocative premise like "Acts of Extremism for Humanitarian Causes Are Justified."

The next day they might participate in a panel discussion on who's responsible when an under-age boy wrecks his parents' car. Students are called on to evaluate their peers, focusing on the logical flow of their ideas, their mastery of decision making, and their judgment.

While English and speech have always lent themselves to the teaching of thinking skills, Association member Smith warns against isolating such skills in one convenient corner of the curriculum or featuring them as a once-a-week enhancement.

"Teachers need to put thinking at the center of everything we teach," she stresses.

A system of teaching that addresses the strengths of street-smart and creative students as well as those more academically inclined has eluded some of the best minds in education. Yale University psychology professor Robert Sternberg has developed a three-part theory of intelligence (practical, creative, academic) to take into account variations in thinking that show up every day in classrooms. Sternberg's research addresses the nagging query, "Why do people who can skillfully think in academic or creative terms have problems with practical matters, and vice versa?"

He begins with the obvious: not all students relate well to the problems that come packaged neatly in textbooks. He goes on to suggest that teachers use examples from real life, along with those that relate to subject matter areas, especially to help teach thinking to students who aren't academically inclined—and to help *all* students apply the thinking skills they've mastered in the classroom to everyday living.

"Programs need to sample a variety of content domains and a variety of thinking skills—and to sample them in ways that are true to the way problems appear in our daily lives," Sternberg contends. True to form, his new set of instructional materials for high school and college students is entitled "Intelligence Applied."

The approaches of the theorists are being applied in places like Petaluma, Calif., where Association member Lauren Dettinelli and several colleagues were introduced to a "productive thinking" program five years ago.

"What would be a good behavior code for this school?" is the question Dettinelli asks his fourth graders to kick off a brainstorming session at the start of the school year. Taping butcher paper to the chalkboard, he then jots down the students' ideas with a marker.

"I think the older kids need to be nicer to the first graders," says a bespectacled boy in the back. The consensus after half an hour is an administrator's dream: *everybody* needs to treat *everyone* with more kindness.

Other brainstorm topics stem from pressing schoolwide concerns: how to plan a carnival, how to get more students to participate in physical educa-

...TO TOMORROW'S THINKERS

tion, how to persuade students to devote more energy to homework.

"Letting students gain practice in solving the daily problems of the school gives them a part of the action," Dettinelli contends. And it reinforces a theme hammered home in his classroom: there's value in divergent thinking. Dettinelli emphasizes that value, for instance, when students tackle their first written report for class. At the completion of the assignment, he has each student stand up and briefly report how he or she solved problems arising in the various stages of research and composition.

Fred Mirtiani

U Mass-Boston: 'thinking' guru Bob Swartz

"It becomes obvious through brainstorming and classroom sharing that there are lots of different—and sometimes unpredictable—ways to solve a problem," Dettinelli notes. "And students learn to see, particularly through the social problems we cover in class, that there's not always one correct answer as they've been conditioned to look for in math or science."

In Walla Walla, Wash., the entire district has committed itself to infusing thinking skills into every classroom. The opportunity came during the 1983-84 school year, when the Mid-Continent Regional Education Laboratory in Aurora, Colo., invited teachers to field test its new thinking skills program.

The educators involved liked the model's process-oriented approach, with its "learning to learn" skills like imaging and goal setting. With a few modifications and the addition of a peer coaching component, they were ready to go with what they called the Walla Walla model by the 1985-86 school year.

The program's imaging technique came in handy last January when a bitter cold spell coincided with Garrison Junior High social studies teacher Diane Brown's unit on the 1777-78 winter at Valley Forge. Brown's description of the scene was carefully crafted according to the Walla Walla model.

"It was so cold the soldiers' noses hurt. In front of the wood shacks were fires where people huddled. Their blankets were thin, and they wore tattered rags around their feet. When they walked out in the snow, they tied blankets to their feet..."

"I no longer just present dry historical facts," Brown explains. "To help students really store information in their memory, I tell a story with vivid elements of touch, taste, hearing, and vision."

Once students learn that images can help them understand and remember concepts, they begin to use the technique themselves, becoming independent learners.

When an education trend makes sense to teachers, it tends to catch on and gain adherents rapidly. The focus on thinking skills has become a "national movement," says Barbara Presseisen, director of national networking at Research for Better Schools, a regional education lab in Philadelphia.

But unlike faddish predecessors, this movement is both promoted by scholars and embraced by teachers, Presseisen points out. Some indicators:

► Leading educators resolved that changes were needed when the National Assessment for Educational Progress reported declining scores on standardized test items requiring students to reason, understand, or apply knowledge.

► The Graduate Record Exam recently added a section on reasoning.

► The Association for Supervision and Curriculum Development reports that nine out of 10 of its surveyed members favor making better instruction in thinking skills a major priority.

► A coalition of no less than 27 of the nation's major education groups, including NEA, last year set a five-part agenda to promote thinking skills in the schools. The primary focus will be on improving the teaching of thinking skills by upgrading teacher preservice and in-service, working with publishers of textbooks and tests, and escalating research into thinking.

How will these trends affect the average classroom teacher? Bob Swartz speaks of the "transformation" he sees in teachers as they go through his graduate program and learn to teach critical and creative thinking.

"They love it. They become much more exploratory, questioning, probing. The classroom comes more alive."

If they're lucky, the first graders in Provincetown, Mass., who've learned to question Chicken Little's credibility will continue to encounter "alive classrooms" as they move through their school careers—classrooms led by teachers who help students question the reliability of their sources and make sound inferences in their debates.

In the year 2001, when today's first graders turn 21, they'll be facing as-yet-unthought-of advances in robotics, artificial intelligence, and information processing. And maybe they'll remember appreciatively the teachers who armed them for this mind-boggling new millenium—by teaching them to think.

—Vicky Lytle

Colin Mulvany

Walla Walla, Wash.: Most solutions carry risks, Diane Brown's social studies students discover as they chart several possible ways to solve a problem.

Teaching Thinking Skills: The Walla Walla Model

Skill/Definition	Grade/Subject Placement
Learning-to-Learn Skills	
1. *Focusing*—Students engage in a variety of activities to become aware of, increase, and master their own ability to focus on the learning tasks at hand.	K-1, Language Arts
2. *Goal setting*—Students are able to set, use, and review goals.	1-6, Language Arts
3. *Power thinking*—Students learn confidence in their own abilities to accomplish tasks by making self-affirmations.	K-6, Language Arts
Content Thinking Skills	
4. *Concept attainment and concept development*—Students learn science concepts using deep processing techniques (storing information using visual, sensory, emotional, and semantic memory).	K-4, Science
5. *Pattern recognition*—Students recognize, understand, and apply different types of patterns in learning content area material.	5-9, Language Arts
Reasoning Skills	
Storage/retrieval procedures	
6. *Deep processing*—Students learn the skills of storing information using visual, sensory, emotional, and semantic memory.	K-6, Social Studies
7. *Memory frameworks*—Students learn memory games or processes for storing and retrieving information.	3, Social Studies
Matching procedures	
8. *Extrapolation*—Students understand and use the extrapolation process to learn concepts and relationships among concepts.	7-9, Social Studies
Building procedures	
9. *General inferencing* (elaboration)—Students understand and practice the process of general inferencing.	2-5, Language Arts
10. *Problem solving*—Students learn to recognize problems, learn multiple strategies for solving problems, learn that multiple solutions exist for problems, use problem-solving strategies, and become confident, autonomous problem solvers.	K-12, Science

NEA Unveils Thinking Skills Series

NEA's commitment to promoting thinking skills instruction is taking visible form with publication of a major new NEA Professional Library series of multimedia materials.

Building Students' Thinking Skills features nationally prominent educators addressing key topics that range from classroom creativity to the measurement of thinking skills. The series features 25 titles in print, filmstrip, and videotape that take a multilevel, multidisciplinary approach. This self-contained kit allows users to put on a series of nine workshops without outside consultants.

"We must help students develop analytical thinking skills—and the ability to make judgments," NEA President Mary Hatwood Futrell stressed in announcing *Building Students' Thinking Skills*. "This series will give teachers just the help they need to encourage students to make intelligent decisions, examine the choices available to them, and apply sound reasoning to all aspects of their daily lives."

Some of the materials in the series are listed below. Most are now available for purchase; the workshop guide and four titles concerned with specific subject areas will be released in January.

To order any item, or to request a complete list of what's available, write to the NEA Professional Library, P.O. Box 509, West Haven, CT 06516 or call 203/934-2669.

Books

Cooperative Learning: Student Teams. Robert E. Slavin. 32 pp. 1986. (1074-4-00-D) $2.50.

Critical Thinking Skills. Marcia Heiman and Joshua Slomianko. 48 pp. 1986. (1693-9-10-D) $6.95.

Decision-Making Skills for Middle School Students. Sherrel Bergmann and Gerald J. Rudman. 64 pp. 1985. (1528-2-00-D) $7.95.

Listening Processes: Attention, Understanding, Evaluation. Paul G. Friedman. 32 pp. 1986. (1046-9-00-D) $2.50.

Measuring Thinking Skills in the Classroom. Richard J. Stiggins, Evelyn Rubel, and Edys Quellmalz. 32 pp. 1986. (0686-0-00-D) $6.95.

Questioning Skills, for Teachers. William W. Wilen. 32 pp. 1986. (1068-X-00-D) $2.50.

Teaching Styles as Related to Student Achievement. David L. Silvernail. 40 pp. 1986. (1069-8-00-D) $2.50.

Thinking Skills: Research and Practice. Barbara Z. Presseisen. 32 pp. 1986. (1073-6-00-D) $2.50.

Filmstrips

Applying Student Thinking Skills. 10 min. 1986. (0682-8-00-D) $32.50.

Identifying Student Thinking Skills. 10 min. 1986. (0683-0-00-D) $32.50.

Evaluating Student Thinking Skills. 10 min. 1986. (0691-7-00-D) $32.50.

Videotape

Looking at Thinking. Barbara Z. Presseisen. 12 min. Write for ordering information. □

State Side

PACIFIC

California teachers are gearing up to collect a half-million signatures for a major 1988 ballot initiative to rescind the current cap on state spending.

"We intend to mobilize our resources and build coalitions to avert the destruction of public education as we know it," explains California Teachers Association President Ed Foglia. "If we don't succeed, the effects of the spending limitation will make the mauling that Proposition 13 gave us look like kitten's play."

The infamous Proposition 13, enacted in 1978, cut property tax revenues and shifted the burden of funding public schools to the state level. The spending limitation, passed in 1979, requires the state to rebate all taxes collected above a certain figure derived from increases in the cost of living.

High inflation kept the limit well above state spending in the early years, but the gap has closed. Next year's budget will push right against the limitation. Unless the cap is lifted in 1988, future years will see cuts in state aid to education, necessitating massive layoffs and increases in class size.

NORTHEAST

The New Jersey Education Association is opposing a bill to allow the state department of education to intervene in "deficient" school districts by replacing not only the superintendent but also other administrators and the school board itself with a state-appointed superintendent.

Since 1975, New Jersey schools have been evaluated every five years on 51 criteria. A district failing to meet those criteria is assigned a "monitor general," charged with making the system more efficient.

But the radical approach now under legislative consideration would abolish local education leadership positions as well.

"We can recognize that a 'state district superintendent,' as called for in the new plan, needs broad powers," says NJEA President Dennis Giordano. "But to give that one person the power to hire and fire, make all decisions, settle salaries, and tax the community is to create a dictatorship."

SOUTHEAST

The 1986 Alabama governor's race will be one for the record.

Some 14,000 of the state's Republicans voted in their own party's primary in June, then voted again three weeks later in the *Democratic* primary runoff election. According to pollsters, between 84 and 100 percent of these illegally voting Republicans cast their ballots for one candidate, giving him an 8,000-vote margin of victory.

But Democratic runner-up Bill Baxley challenged the crossover vote. Alabama Education Association members helped sift registration records to establish the extent of the crossover. Recognizing that without the GOP vote Baxley would have won, the Democratic Party certified Baxley as its candidate.

Baxley enters the November general elections with strong AEA backing. "He's not someone who will do *anything* for us," says AEA President Lynda Malone. "He's someone who will do the *right* thing—and that means he's a candidate we can trust."

MIDWEST

With the Illinois Education Association solidly in their corner, school support personnel have come away with four major lobbying wins.

The legislature eliminated residency requirements for support staff, established 30-minute duty-free meal breaks, mandated paid holidays previously accorded only to teachers, and required in-service training programs on the safe handling and use of hazardous or toxic materials.

"These latest victories, coupled with previous legislative breakthroughs, are attracting school support staff to IEA-NEA," says IEA President Reg Weaver. In the past year, IEA has chartered more than 50 new ESP locals.

WEST

The Arizona Education Association has teamed up with statewide groups representing school boards, administrators, and PTAs to raise funds for a media campaign to persuade voters to "Vote Yes on 101" in the November elections.

Proposition 101 would raise the amount of money Arizona school districts as a group can spend on education by 10 percent, or $174 million, beginning in 1987-88. Under a 1980 constitutional amendment, aggregate district spending has been capped at its 1979-80 level, adjusted for inflation and enrollment increases. Once the cap is reached, the amendment says the legislature can pass new or expanded education programs only with a two-thirds vote—or a statewide referendum.

"If 101 isn't approved," explains AEA president Dennis Van Roekel, "teachers won't get the $15 million dollar salary increase the legislature passed last year, and the number of experimental career ladder programs won't expand beyond the present nine."

MID-ATLANTIC

Some 14,000 new books have poured into schools and libraries as Ohio Education Association members pay tribute to Christa McAuliffe.

OEA's "Give a Book for Christa" project was designed to serve as a living memorial to the teacher who died in the Challenger space shuttle tragedy. An OEA-designed bookplate inside each volume lets readers know it was given in memory of Christa McAuliffe.

Some 158 locals have participated. The Parma Education Association led the way, donating 1,000 books.

"Christa challenged her students to learn, to pursue excellence,' explains OEA President Don Wilson. "Books are one way to accomplish these goals."

EXPENDITURES VARY WIDELY

State and Local Government Budgets: How Big a Share Goes to Education?

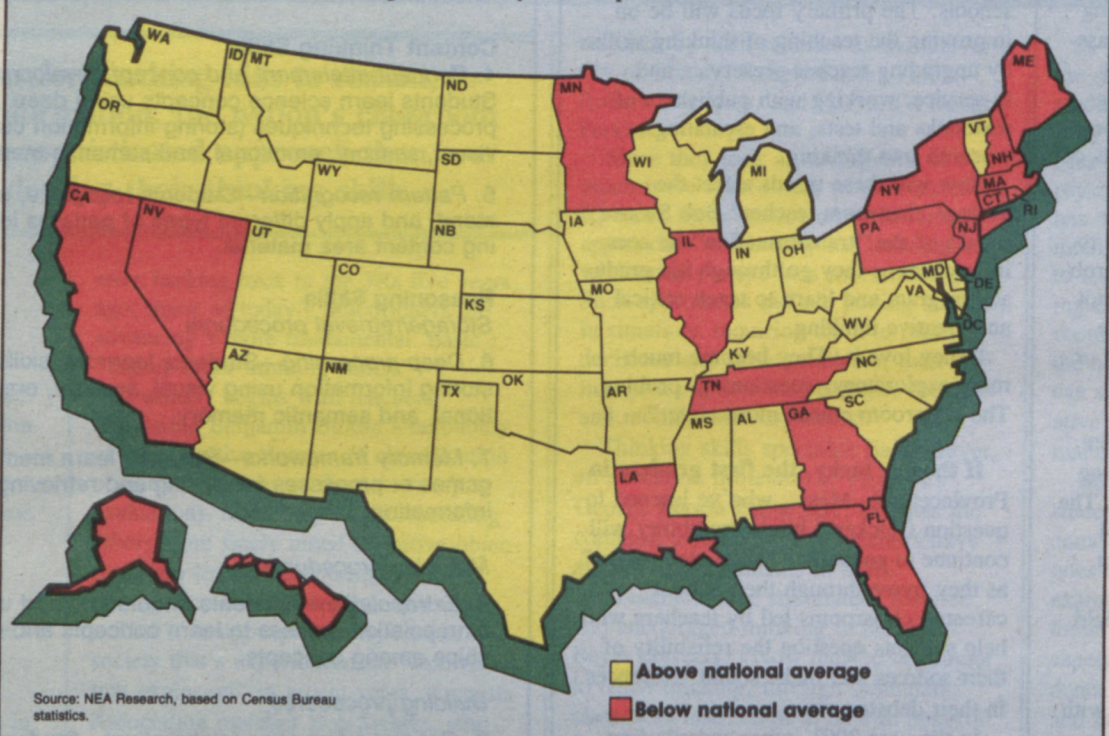
Of all the money spent by state and local governments in 1983-84 (the latest year for which data are available), 35 percent went to support public K-12 and postsecondary education.

Texas leads the list, devoting almost 43 percent of all its state and local government spending to public education. Nevada brings up the rear, at just 25 percent.

Ten years ago, public education's average share of combined state and local expenditures was 38 percent. The 3-percentage-point drop indicates that education programs are figuring less heavily in state and local budgets than they did a decade ago—a reality of which policymakers and the public may be unaware.

Funding priorities vary widely from one locality and one state to another, of course. Governments with substantial needs in health care, agriculture, or corrections, for example, tend to spend a smaller percentage on schools.

Use this table to assess your state-local education spending "effort." If, after weighing relevant economic and demographic factors, that effort still falls below your expectations, it may be time to demand a "bigger slice of the pie" for public education! □



Source: NEA Research, based on Census Bureau statistics.

State and Local Government Expenditures for Public K-12 and Higher Education, As Percent of Total Expenditures for All Functions, 1983-84

1. Texas	42.81%	18. Colorado	38.17	34. Pennsylvania	34.44
2. North Carolina	42.54	19. New Mexico	38.09	35. Maine	34.43
3. Utah	42.26	20. Vermont	37.94	36. Florida	34.21
4. Indiana	41.09	21. Oregon	37.83	37. Minnesota	34.21
5. South Carolina	40.88	22. North Dakota	37.68	38. Tennessee	33.97
6. Virginia	40.59	23. Alabama	37.45	39. New Jersey	33.95
7. Arkansas	40.04	24. Idaho	37.22	40. Illinois	33.59
8. Oklahoma	39.71	25. Missouri	37.14	41. Georgia	33.56
9. Nebraska	39.60	26. Washington	36.78	42. California	32.21
10. Iowa	39.37	27. Ohio	36.22	43. Louisiana	31.93
11. Kansas	39.18	28. Michigan	35.89	44. Rhode Island	31.78
12. Wyoming	39.10	29. Kentucky	35.45	45. Connecticut	31.77
13. Arizona	38.63	30. Maryland	35.29	46. New York	29.13
14. Montana	38.53	31. South Dakota	35.26	47. Massachusetts	28.91
15. Delaware	38.50	32. Mississippi	35.18	48. Hawaii	28.05
16. West Virginia	38.45	**U.S. Average**	**34.99**	49. Alaska	26.46
17. Wisconsin	38.22	33. New Hampshire	34.52	50. Nevada	25.47

Clarification

The map on page 7 of the October *NEA Today* incorrectly labeled those states with "right to work" and "sunshine" laws.

The 13 "right to work" states are Alabama, Arizona, Arkansas, Florida, Iowa, Kansas, Mississippi, New Mexico, North Dakota, South Carolina, South Dakota, Tennessee, and Wyoming. The six states with "sunshine" laws are Florida, Kansas, Missouri, North Dakota, Oklahoma, and Tennessee.

Local Look

IOWA

When members of the Aplington Education Association (AEA) began bargaining a new master contract last year, little did they know they'd soon be involved in a landmark state supreme court decision.

The ruling ensures Iowa teachers and other school employees a meaningful role in determining job evaluation procedures.

The AEA had proposed contract language to govern both evaluation criteria and the right of employees to grieve unfair evaluations. The school district refused to discuss the language, claiming it was a nonmandatory topic for bargaining.

AEA took that refusal to the Iowa Public Employment Relations Board, which upheld the Association. Then a district court overturned the PERB decision. With help from the Iowa State Education Association, AEA appealed to the state's highest court.

The supreme court ruled—unanimously—that evaluation forms and criteria are mandatory subjects for bargaining. The decision also affirms the Association's right to file grievances contesting evaluations it feels are false or inaccurate.

WASHINGTON

The question was who would control the North Kitsap schools. The answer—following a four-day September strike—is the community, with an active voice for teachers.

Last year a candidate sponsored by a right-wing group won a seat on the school board, giving the extreme right a working majority. The effect on North Kitsap's six public schools was immediate.

The board forced the highly respected superintendent to resign. Five other administrators soon followed. Twenty-three teachers were RIF'd. A multicultural curriculum came under attack.

"The district was in shambles," says Chris Wendelyn, chief negotiator for the 200-plus-member North Kitsap Education Association. "When our contract expired, we knew we needed protection against the rightist groups that were forcing their agenda on our schools." The key issues for NKEA were academic freedom, class size, and teacher input in decision making.

Association members spent the summer laying groundwork. On September 2, by a 90 percent vote, they went on strike.

The strike was over in four days, with NKEA winning vastly improved language on its three basic demands.

"The strike was settled so quickly because of community support and our unified membership," says Wendelyn. "I think things will be better in North Kitsap this year. The community is aware of what's at stake."

PENNSYLVANIA

When a health teacher in York County got front-page newspaper coverage for allegedly advocating "deviant sexual behaviors" (despite a 'not guilty' verdict from the superintendent), the 17 local Associations in York County felt enough was enough.

Association leaders decided to call on the image-building training they'd received from the Pennsylvania State Education Association, to redouble their efforts to reach media decisionmakers.

That was four years ago. Since then York County teachers have seen their rapport with newspaper reporters and broadcast executives grow significantly. Signs of the improved coverage range from the annual 12-page insert in the evening paper for National Teacher Day to a local TV station's upcoming "P.M. Magazine" school photo montage.

"We feel we've successfully rid the local media of their misconceptions about our profession," reports York County Coordinating Council President Kathy McDonald. "We're no longer portrayed as second-class citizens."

OKLAHOMA

The new bargaining agent for Oklahoma City's school support staff negotiated its first contract early this fall. Education Support Employees-Oklahoma Education Association (ESE-OEA) had won the right to represent the 2,400-member bargaining unit in November 1985.

"This was a year when the district was looking for 'givebacks' at the bargaining table," reports ESE-OEA Vice-President Gary Dixon. "There was a $6 million budget shortfall due mainly to declining enrollment and lower state aid.

"But our bargaining team became expert very fast. Not only did we not give back anything," Dixon points out, "we got an average salary increase of 3 percent for this year. We also strengthened our exclusivity clause (meaning ESE-OEA alone will file all grievances arising in the bargaining unit) and got guaranteed communication between employees and management in certain circumstances, such as when an employee is transferred to a different worksite."

VIRGINIA

A long campaign by members of the Fairfax Education Association (FEA) in suburban Washington, D.C., has paid off in a new three-year agreement that will raise the average teacher salary in the county a minimum of $10,000 between 1987-88 and 1989-90.

Salaries will increase by 12.1 percent in 1987-88 and 8.8 percent in each of the following two years.

The agreement also calls for a voluntary career ladder plan to go into effect in 1989-90, with no limit on the number of teachers who can qualify for the highest level.

The agreement is historic, says FEA President Mimi Dash, especially for a nonbargaining state like Virginia.

"This is the first time," she notes, "that teacher and school system representatives have been able to come up with a plan that provides three key elements: basic improvements in teacher salaries, Association involvement in the development and implementation of the career ladder, and protections and no quotas for teachers participating in the career ladder."

On the new career ladder, a teacher at top step with an M.A. who meets the criteria of the "Career Level II" would earn $56,161 in 1989-90.

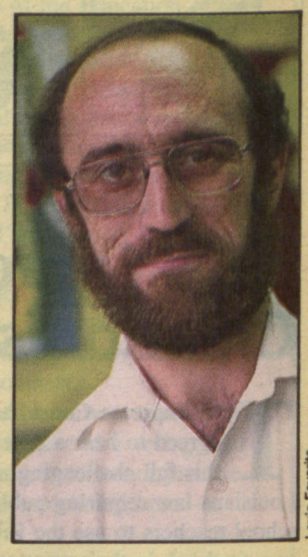
The 6,500-member FEA credits the new agreement to the local's "work-to-the-rule" job action last year. The action dramatized widespread teacher dissatisfaction with existing pay levels and forged a community consensus for significantly higher teacher salaries. □

GROWING PAINS IN GEORGIA

Economic Boom Rocks Atlanta-Area Schools

Louie Favorite

Louie Favorite



Louie Favorite

Gwinnett County Association of Educators President Nancy Neal and activist Jim Nix say challenges ranging from overcrowded temporary classrooms to right-wing censors and anti-organization tactics don't scare their Association.

Gwinnett County, Ga., is growing. Its public schools are bursting at the seams, bringing problems to teachers and challenges to the Gwinnett County Association of Educators (GCAE).

With 18 new students a day overflowing 23 new schools a year, Gwinnett County (just east of Atlanta) has the nation's fastest-growing school population. Last spring the district faced a choice: split shifts or temporary classrooms. Most teachers and students preferred split shifts as central facilities like the media center and the cafeteria were too crowded already.

For reasons of its own, the administration bought temporary structures instead, further aggravating traffic jams in halls and restrooms.

Many of Gwinnett's new businesses come from northern industrial states. Their managers want good schools—and no unions. This anti-organization climate has had predictable results.

In the fall of 1985, for example, the school board found an excuse to cut off GCAE's 20-year-old dues deduction plan. The Georgia Association of Educators is trying to restore the plan and secure payroll deduction rights statewide—but meanwhile GCAE must get all members to authorize automatic dues deductions from their checking accounts.

Also last fall, a mother demanded removal of Judy Blume's *Deenie* from the library of her child's school. The school board wanted to avoid trouble: *Deenie* went.

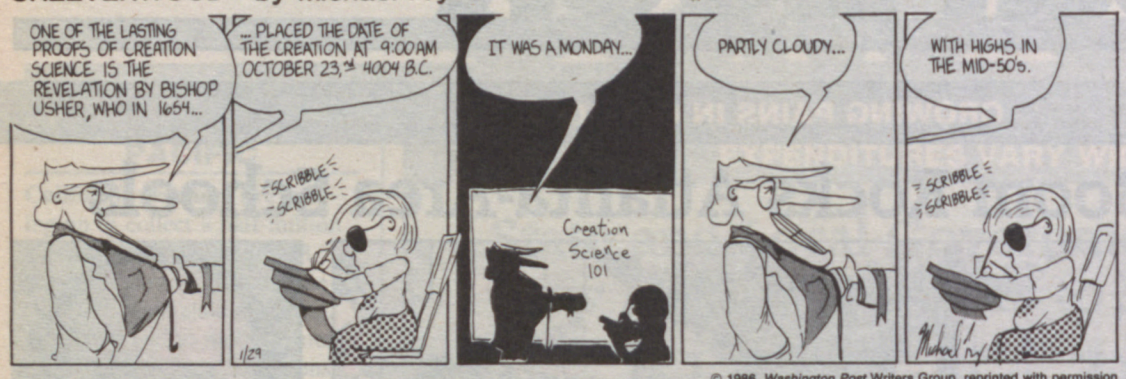
Later, when a parent group proposed removing more books from more schools, both board and community had had enough. The board stood firm, and the community, led by GCAE members, organized student and parent groups that stopped the censors in their tracks.

Meanwhile, GCAE is energetically recruiting members. The growth of the schools has brought in 500 new teachers this fall alone—most with experience in other states, so Association membership isn't new to them.

"The changes in Gwinnett are challenging," says GCAE President Nancy Neal, a teacher at Lawrenceville Middle School. "But we're finding ways to meet the challenge."

HUMAN RIGHTS

CHEEVERWOOD by Michael Fry


ONE OF THE LASTING PROOFS OF CREATION SCIENCE IS THE REVELATION BY BISHOP USHER, WHO IN 1654...
...PLACED THE DATE OF THE CREATION AT 9:00 AM OCTOBER 23, 4004 B.C.
SCRIBBLE SCRIBBLE
IT WAS A MONDAY...
Creation Science 101
PARTLY CLOUDY...
WITH HIGHS IN THE MID-50's.
SCRIBBLE SCRIBBLE

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Supreme Court To Hear Louisiana Case

NEA Opposes Teaching Creationism as Science

The Supreme Court has agreed to hear a case this fall challenging a Louisiana law requiring public school teachers to use the Bible as a textbook in their science classes.

The case, *Edwards v. Aguillard*, will test the constitutionality of a 1981 law that mandates the teaching of "creation science" —the literal Biblical version of the earth's creation—whenever evolution is taught.

Louisiana's Balanced Treatment for Creation-Science and Evolution-Science Act requires that—

► Textbooks, library materials, and educational programs include balanced coverage of both "creation science" and evolution.

► Both evolution and "creation science" be taught as theories rather than as proven scientific facts.

► Each local school board develop and provide to each public school teacher a curriculum guide on the presentation of "creation science."

► The governor designate a panel of seven "creation scientists" to assist local school boards in developing these curricula.

The State of Louisiana argues that "creation science consists of scientific evidence and not religious concepts" and therefore should be taught in science classes.

NEA—along with dozens of other groups, individual scientists, and religious leaders—has filed an *amicus curiae* (friend of the court) brief stating that "creation science" is a Biblical religious belief and that teaching it in science classes violates the constitutional separation of church and state.

Groups that have joined in filing this brief include the National School Boards Association, the National Association of Secondary School Principals, the National Center for Science Education, the American Society of Biological Chemists, the American Society of Zoologists, and People for the American Way.

The NEA-endorsed brief argues that the objective of the Balanced Treatment Act is self-evident: "it seeks either to promote the teaching of creationism in the public schools, or to eliminate the teaching of evolution. Either way, its purpose is to advance religion."

Another brief urging the Supreme Court to strike down the Louisiana law has been filed by two dozen scientific groups and 72 Nobel Laureates—the largest group of Nobel Prize winners ever to support a single statement on a subject. They argue that the Balanced Treatment Act "sets up a false conflict between science and religion."

Explaining NEA's position, General Counsel Robert Chanin says, "The Association does not oppose teaching *about* various religious beliefs, including the Biblical story of creation, in history or social studies classes. But that's a far cry from teaching the religious belief in creationism under the guise of scientific education."

Both a Louisiana federal district court and the Fifth U.S. Circuit Court of Appeals have found the Balanced Treatment Act unconstitutional. The Louisiana Department of Justice appealed the circuit court's ruling to the Supreme Court last spring.

The Louisiana case has ramifications for public education much larger than the specific issues involved. As the NEA brief states, "The case also raises the more fundamental and far-reaching issue of whether, as a general matter, a state may require that the teaching of secular subjects be 'balanced' by the teaching of selected religious doctrine.

"If Louisiana prevails here," the brief adds, "there is no principled reason why any majority, or any effective combination of minorities, could not require that the teaching of any secular subject in the public schools be 'balanced' by its particular religious views."

—Stefanie Weiss

MISSING CHILDREN

The kids pictured here have disappeared from their homes. They've been reported to NEA by the National Center for Missing and Exploited Children, a nonprofit organization funded through the U.S. Department of Justice.

If you think you've seen any of these youngsters, please contact the Center immediately at **800/843-5678.**

Martha Jean Lambert
Born: 3/26/73.
Last seen: 11/28/85 in St. Augustine, Fla.
4', 70 lbs., blue eyes, blonde hair.

Christopher Enoc Abeyta
Born: 11/28/85.
Last seen: 7/15/86 in Colorado Springs, Colo.
2'2", 22 lbs., blue eyes, blond hair.

Jessica Gutierrez
Born: 12/3/81
Last seen: 6/5/86 in Lexington, S.C.
3', 32 lbs., brown eyes, dark brown hair.

WASHINGTON WATCH

By Thy Vote Shall Ye Be Judged

Politicians are fond of talking about accountability and education. But on Election Day, the shoe is on the other foot.

"I'm all for accountability, as long as it goes for both sides," says North Carolina's Doris Honeycutt, a high school English teacher in Pittsboro and NEA Congressional Contact Team member. "I don't mind being accountable for the money we spend and the things we do, if my representatives in Congress will be accountable for the votes that we, the teachers, have entrusted them to cast. Chalking up a 'zero' voting record for public education isn't being accountable."

Teachers and other education employees are held to the highest standards, reevaluated throughout their careers, and judged on everything from control over their classrooms to the condition of their bulletin boards.

In the same way, NEA's political endorsement process is based on a set of standards that are objective, measurable, and, yes, high. For an incumbent member of Congress up for reelection, one of those standards is how closely his or her voting record is in accord with the Legislative Program adopted annually by the more than 7,000 delegates to the NEA Representative Assembly.

"If we ever hope to have the type of public policy we want, we have to hold our elected public officials accountable," says NEA President Mary Hatwood Futrell, chair of the NEA Political Action Committee (NEA-PAC) Council.

The first step in screening candidates to ensure that they truly support NEA members' priorities is the interview. Conducted by NEA members in a candidate's home district, interviews are not intended to touch off a "bidding war," but rather to gain for-the-record statements of positions a candidate supports—which can be measured against the priorities of NEA members and the positions of other candidates.

Interviews are hardly foolproof, however. "Just about every politician you'll ever meet will say he or she is 'for public education,'" Futrell points out, "even while voting against education appropriations, against initiatives to improve education, and for measures that would make the lives and the jobs of education employees more difficult."

So the interview is only one part of the record considered in the endorsement process. For incumbents, position statements are matched against information gleaned from NEA Congressional Contact Team members, Association staff lobbyists, and political activists in the incumbent's district. For challengers, the interview is fleshed out—when possible—with information about the candidate's record in another public office.

Unfortunately, many important congressional decisions that affect education and education employees take place behind closed doors, in committee, in a voice vote, in the cloakroom, and in private conversations. Often an elected official can take a behind-the-scenes position deleterious to education and still manage to put a good face on it for the folks back home.

But when the roll is called, the truth comes out. NEA has been tabulating voting records ever since the 91st Congress back in 1969-70, to provide an objective record of how individual senators and representatives match up against the priorities NEA members set each year at the Representative Assembly. The education voting record of the 99th Congress appears on the next three pages.

When you vote for NEA-PAC–endorsed candidates, you're holding elected officials to high standards of accountability—the same type of high standards elected officials expect *you* to meet.

—Michael Pons

Joe Di Dio

Barrington, R.I., special education teacher Joan Casement congratulates Sen. Claiborne Pell (D-RI) on his outstanding record of votes in support of K-12 and higher education.

VOTING RECORDS

Legislative Report Card
99th Congress
January 1985—August 1986

The 99th Congress has been dominated by one overwhelming issue—the federal deficit and its economic and political consequences. With an accumulated national debt in excess of $2 trillion and annual federal deficits at historic levels, the Congress has sought to reduce federal expenditures substantially and to design new mechanisms to bring the deficit under control.

The fundamental issue for education has been what share of federal resources it would receive. The Legislative Report Card that follows shows the critical votes on these and other issues of concern to NEA during the period from January 1985 through August 1986. A final report card on the 99th Congress will be available in December.

Several important proposals were adopted by voice votes, or by such overwhelming margins that they have not been included here as voting record items. Such instances include House passage of the Dropout Prevention and Reentry Act, the Gifted and Talented Children and Youth Act, the Effective Schools and Even Start Act, and the Asbestos Hazard Emergency Response Act; House and Senate passage of the reauthorization of the Head Start program, the Children's Justice Assistance Act, and the Higher Education Act; and Senate passage of the Education of the Handicapped Amendments of 1986.

Voting records are only one of the factors considered by NEA-PAC—NEA's political action arm—and state and local political action committees as they decide which incumbents to endorse for reelection. Political judgments about each individual's stance on education are based on a careful review of all available information, including public statements and answers to direct questioning via personal interviews, correspondence, and lobbying contacts.

In the case of incumbent members of the U.S. Senate, the entire voting record over their six-year terms—not just the latest Congress, as detailed here—is considered.

U.S. HOUSE OF REPRESENTATIVES

1. During the debate over the Fiscal Year 1986 Budget Resolution, Rep. Delbert Latta (R-OH) offered a substitute that would have frozen education funding. The Latta substitute failed on a vote of 102-329. NEA opposed the substitute. A *no* vote was the right vote according to the NEA position.

2. The final vote on the FY1986 Budget Resolution provided for funding increases in certain needs-based education programs—such as Chapter 1. NEA supported the resolution, which passed on a vote of 258-170. A *yes* vote was the right vote according to the NEA position.

3. The House voted 295-127 to adopt a limited set of economic sanctions against the Republic of South Africa for its continued support of the racial policy of apartheid. NEA supported the legislation. A *yes* vote was the right vote according to the NEA position.

4. During the debate over extension of the school lunch and child nutrition programs, Rep. Steve Bartlett (R-TX) offered an amendment to eliminate cost-of-living adjustments for the program. The House rejected the amendment on a vote of 143-284. NEA opposed the amendment. A *no* vote was the right vote according to the NEA position.

5. During the debate over extension of federal higher education programs, Rep. Steve Bartlett (R-TX) offered an amendment that would have frozen all non-student aid programs at their current levels. The House rejected the amendment by a vote of 127-289. NEA opposed the amendment. A *no* vote was the right vote according to the NEA position.

6. The so-called Gramm-Rudman deficit reduction amendment has caused—and could again cause—significant cuts in federal support of education. The House accepted the final amendment as reported out of a House/Senate conference committee on a vote of 271-154. NEA opposed the amendment. A *no* vote was the right vote according to the NEA position.

7. During consideration of the Department of Education appropriations bill for FY1987, Rep. Bill Frenzel (R-MN) moved to slash education and other funding by 9.14 percent across the board. The House rejected this proposed reduction in federal education support by a vote of 99-321. NEA opposed the amendment. A *no* vote was the right vote according to the NEA position.

8. Rep. Robert Michel (R-IL) moved to reduce funding in the FY1987 appropriations bill for the Departments of Labor, Health and Human Services, and Education in order to limit spending to no more than 3 percent above its reduced FY1986 Gramm-Rudman level. This would have cut the elementary and secondary funding contained in the bill by more than $600 million. The Michel amendment was rejected by a vote of 164-253. NEA opposed the amendment. A *no* vote was the right vote according to the NEA position.

	1	2	3	4	5	6	7	8	% Pro NEA
Alabama									
1 Callahan (R)	—	—	—	—	—	—	—	—	0
2 Dickinson (R)	—	—	—	—	—	+	+	—	25
3 Nichols (D)	+	+	—	—	+	—	+	—	50
4 Bevill (D)	+	+	+	NV	+	—	+	+	86
5 Flippo (D)	+	+	+	+	+	—	+	+	88
6 Erdreich (D)	+	+	+	+	+	—	+	+	88
7 Shelby (D)	+	+	+	+	+	—	+	+	88
Alaska									
1 Young (R)	+	—	+	+	+	—	+	—	63
Arizona									
1 McCain (R)	—	—	—	+	—	—	+	+	38
2 Udall (D)	+	+	+	+	+	+	+	+	100
3 Stump (R)	—	—	—	—	—	—	—	—	0
4 Rudd (R)	—	—	—	—	—	—	+	+	25
5 Kolbe (R)	—	—	—	—	—	—	—	—	0
Arkansas									
1 Alexander (D)	+	+	+	+	+	+	+	+	100
2 Robinson (D)	+	+	+	+	+	—	+	+	88
3 Hammerschmidt (R)	—	+	—	+	+	—	+	—	50
4 Anthony (D)	+	+	+	+	+	—	+	NV	86
California									
1 Bosco (D)	+	+	+	+	+	—	+	+	88
2 Chappie (R)	—	—	—	+	—	NV	—	—	14
3 Matsui (D)	+	+	+	+	+	+	+	+	100
4 Fazio (D)	+	+	+	+	+	+	+	+	100
5 Burton (D)	+	+	+	+	+	+	+	+	100
6 Boxer (D)	+	+	+	+	+	+	+	+	100
7 Miller (D)	+	+	NV	+	+	+	+	+	100
8 Dellums (D)	+	+	+	+	+	+	+	+	100
9 Stark (D)	+	+	+	+	+	+	NV	+	100
10 Edwards (D)	+	+	+	+	+	+	+	+	100
11 Lantos (D)	+	+	+	+	+	—	+	+	88
12 Zschau (R)	+	—	—	—	—	—	+	+	38
13 Mineta (D)	+	+	+	+	+	+	+	+	100
14 Shumway (R)	—	—	—	—	—	+	—	—	13
15 Coelho (D)	+	+	+	+	+	+	+	+	100
16 Panetta (D)	+	+	+	+	+	—	+	+	88
17 Pashayan (R)	—	—	—	—	—	NV	+	—	14
18 Lehman (D)	+	+	+	+	+	+	+	+	100
19 Lagomarsino (R)	—	—	—	+	—	—	+	—	25
20 Thomas (R)	+	—	NV	—	+	—	—	—	29
21 Fiedler (R)	—	—	—	—	—	—	—	—	0
22 Moorhead (R)	—	—	—	—	—	—	—	—	0
23 Beilenson (D)	+	+	+	+	+	+	+	+	100
24 Waxman (D)	+	+	+	+	+	+	+	+	100
25 Roybal (D)	+	+	+	+	+	+	+	+	100
26 Berman (D)	+	+	+	+	+	+	+	+	100
27 Levine (D)	+	+	+	+	+	+	+	+	100
28 Dixon (D)	+	+	+	+	+	+	+	+	100
29 Hawkins (D)	+	+	+	+	+	+	+	+	100
30 Martinez (D)	+	+	+	+	+	+	+	+	100
31 Dymally (D)	+	+	+	+	+	+	+	+	100
32 Anderson (D)	+	+	+	+	+	+	+	+	100
33 Dreier (R)	—	—	—	—	—	—	—	—	0
34 Torres (D)	+	+	+	+	+	—	+	+	88
35 Lewis (R)	—	—	+	—	NV	+	+	—	43
36 Brown (D)	+	+	+	+	+	+	+	+	100
37 McCandless (R)	—	—	—	—	—	—	—	—	0
38 Dornan (R)	—	—	—	+	—	+	—	—	25
39 Dannemeyer (R)	+	—	—	—	—	—	—	—	13
40 Badham (R)	—	—	—	—	—	—	—	—	0
41 Lowery (R)	—	—	—	—	—	—	+	—	13
42 Lungren (R)	—	—	—	—	—	—	—	—	0
43 Packard (R)	—	—	—	—	—	—	—	—	0
44 Bates (D)	+	+	+	+	+	—	+	+	88
45 Hunter (R)	—	—	—	—	—	+	—	—	13
Colorado									
1 Schroeder (D)	+	+	+	+	+	+	+	+	100
2 Wirth (D)	+	+	+	+	+	—	+	+	88
3 Strang (R)	—	—	—	—	—	—	—	—	0
4 Brown (R)	—	—	+	—	+	—	—	—	25
5 Kramer (R)	+	—	—	—	—	—	—	—	13
6 Schaefer (R)	+	—	—	—	+	—	—	—	25
Connecticut									
1 Kennelly (D)	+	+	+	+	+	+	+	+	100
2 Gejdenson (D)	+	+	+	+	+	—	+	+	88
3 Morrison (D)	+	+	+	+	+	+	+	+	100
4 McKinney (R)	+	+	+	+	NV	NV	+	+	100
5 Rowland (R)	—	+	+	—	+	—	+	+	63
6 Johnson (R)	+	+	+	+	+	—	+	—	75
Delaware									
1 Carper (D)	+	+	+	+	+	—	+	+	88
Florida									
1 Hutto (D)	—	+	—	+	—	—	—	—	25
2 Fuqua (D)	+	+	+	+	+	—	+	+	88
3 Bennett (D)	+	+	+	+	—	+	+	—	75
4 Chappell (D)	+	+	+	+	+	+	+	+	100
5 McCollum (R)	—	—	—	—	—	—	—	—	0
6 MacKay (D)	+	+	+	+	+	—	+	+	88
7 Gibbons (D)	+	+	+	+	—	—	—	—	50
8 Young (R)	—	—	—	—	+	+	+	+	50
9 Bilirakis (R)	—	—	—	—	—	+	+	+	38
10 Ireland (R)	—	—	—	—	—	—	—	—	0
11 Nelson (D)	+	—	+	+	NV	NV	+	+	83
12 Lewis (R)	—	—	—	—	—	—	+	+	25
13 Mack (R)	+	—	—	—	—	—	—	—	13
14 Mica (D)	+	+	+	+	—	—	+	+	75
15 Shaw (R)	+	—	—	—	—	—	+	+	38
16 Smith (D)	+	+	+	+	+	—	+	+	88
17 Lehman (D)	+	+	+	+	+	+	+	+	100
18 Pepper (D)	+	+	+	+	+	+	+	+	100
19 Fascell (D)	+	+	+	+	+	—	+	+	88
Georgia									
1 Thomas (D)	+	+	+	—	+	—	+	+	75
2 Hatcher (D)	+	+	+	+	+	—	+	+	88
3 Ray (D)	+	—	+	—	—	—	—	—	25
4 Swindall (R)	—	—	—	—	—	—	—	—	0
5 Fowler (D)	+	+	+	+	+	—	NV	NV	83
6 Gingrich (R)	+	—	—	—	+	—	—	—	25
7 Darden (D)	+	+	+	—	—	—	+	—	50
8 Rowland (D)	+	+	+	+	+	—	+	+	88
9 Jenkins (D)	+	+	+	+	+	—	+	+	88
10 Barnard (D)	+	+	+	—	+	—	—	—	50

Key

- **+** FAVORABLE
- **—** UNFAVORABLE
- **NV** NOT VOTING
- **P** PRESENT
- **O** NOT THEN A MEMBER

VOTING RECORDS

	1	2	3	4	5	6	7	8	% Pro NEA
Hawaii									
1 Heftel (D)	+	+	+	+	NV	—	O	O	80
2 Akaka (D)	+	+	+	+	+	—	+	+	88
Idaho									
1 Craig (R)	—	—	—	—	—	—	—	—	0
2 Stallings (D)	+	+	NV	+	+	—	+	—	71
Illinois									
1 Hayes (D)	+	+	+	+	+	+	+	+	100
2 Savage (D)	+	+	+	+	+	+	+	+	100
3 Russo (D)	+	+	+	+	+	—	+	+	88
4 Vacancy									
5 Lipinski (D)	+	+	+	+	+	+	+	+	100
6 Hyde (R)	—	NV	—	—	—	+	+	—	29
7 Collins (D)	+	+	+	+	+	+	+	+	100
8 Rostenkowski (D)	+	+	+	+	+	—	+	+	88
9 Yates (D)	+	+	+	+	+	+	+	+	100
10 Porter (R)	+	—	+	—	—	—	—	—	25
11 Annunzio (D)	+	+	+	+	+	+	+	+	100
12 Crane (R)	—	—	—	—	—	+	—	—	13
13 Fawell (R)	—	—	—	—	+	—	—	—	13
14 Grotberg (R)	—	—	—	—	—	—	NV	NV	0
15 Madigan (R)	—	—	+	+	+	—	+	—	50
16 Martin (R)	—	—	+	—	—	—	—	—	13
17 Evans (D)	+	+	+	+	+	+	+	+	100
18 Michel (R)	—	—	—	—	—	—	—	—	0
19 Bruce (D)	+	+	+	+	+	—	+	+	88
20 Durbin (D)	+	+	+	+	+	—	+	+	88
21 Price (D)	+	+	+	+	NV	NV	+	+	100
22 Gray (D)	+	+	+	+	+	—	+	+	88
Indiana									
1 Visclosky (D)	+	+	+	+	+	+	+	+	100
2 Sharp (D)	+	+	+	+	+	—	+	+	88
3 Hiler (R)	—	—	+	—	—	—	—	—	13
4 Coats (R)	+	—	+	—	—	—	—	—	25
5 Hillis (R)	—	—	—	—	—	—	+	+	25
6 Burton (R)	—	—	—	—	—	—	—	—	0
7 Myers (R)	—	—	—	+	+	+	+	+	63
8 McCloskey (D)	+	+	+	+	+	—	+	+	88
9 Hamilton (D)	+	+	+	+	+	—	+	—	75
10 Jacobs (D)	+	+	+	+	+	—	+	—	75
Iowa									
1 Leach (R)	+	—	+	+	+	—	+	—	63
2 Tauke (R)	+	—	+	—	—	—	+	—	38
3 Evans (R)	+	—	+	+	+	+	+	—	75
4 Smith (D)	+	+	+	+	+	+	+	+	100
5 Lightfoot (R)	+	—	+	—	—	—	+	—	38
6 Bedell (D)	+	+	+	+	+	—	NV	NV	83
Kansas									
1 Roberts (R)	+	—	—	—	—	+	—	—	25
2 Slattery (D)	+	+	+	+	+	—	+	—	75
3 Meyers (R)	+	+	—	—	+	—	—	—	38
4 Glickman (D)	+	+	+	+	+	—	+	+	88
5 Whittaker (R)	+	—	—	—	—	—	—	—	13
Kentucky									
1 Hubbard (D)	+	+	+	+	—	+	+	+	88
2 Natcher (D)	+	+	+	+	+	—	+	+	88
3 Mazzoli (D)	+	+	+	+	+	—	+	+	88
4 Snyder (R)	+	—	—	—	—	—	+	+	38
5 Rogers (R)	+	+	—	—	—	—	+	+	50
6 Hopkins (R)	+	—	+	+	—	—	—	—	38
7 Perkins (D)	+	+	+	+	+	+	+	+	100
Louisiana									
1 Livingston (R)	—	—	+	—	—	—	+	—	25
2 Boggs (D)	+	+	+	+	+	+	+	+	100
3 Tauzin (D)	+	+	+	+	+	—	—	—	63
4 Roemer (D)	+	—	+	+	—	—	—	—	38
5 Huckaby (D)	+	+	+	+	—	—	—	—	50
6 Moore (R)	—	+	+	—	—	—	NV	NV	33
7 Breaux (D)	+	+	+	+	+	—	NV	NV	83
8 Long (D)	+	+	+	NV	+	+	+	+	100
Maine									
1 McKernan (R)	+	—	+	+	+	—	+	—	63
2 Snowe (R)	+	—	+	—	+	—	+	—	50
Maryland									
1 Dyson (D)	+	+	+	+	+	—	+	+	88
2 Bentley (R)	—	—	—	+	—	+	+	—	38
3 Mikulski (D)	+	+	+	+	+	+	+	+	100
4 Holt (R)	—	—	—	—	+	+	+	—	38
5 Hoyer (D)	+	+	+	+	+	+	+	+	100
6 Byron (D)	+	+	+	—	—	—	+	+	63
7 Mitchell (D)	+	+	+	+	+	+	+	+	100
8 Barnes (D)	+	+	+	+	+	+	NV	NV	100
Massachusetts									
1 Conte (R)	+	+	+	+	+	+	+	+	100
2 Boland (D)	+	+	+	+	+	+	+	+	100
3 Early (D)	+	+	+	+	+	+	+	+	100
4 Frank (D)	+	+	+	+	+	+	+	+	100
5 Atkins (D)	+	+	+	+	+	—	+	+	88
6 Mavroules (D)	+	+	+	+	+	—	+	+	88
7 Markey (D)	+	+	+	+	+	+	+	+	100
8 O'Neill* (D)									
9 Moakley (D)	+	+	+	+	+	+	+	+	100
10 Studds (D)	+	+	+	+	+	+	+	+	100
11 Donnelly (D)	+	+	+	+	+	+	+	+	100
Michigan									
1 Conyers (D)	+	—	+	+	+	+	+	NV	86
2 Pursell (R)	+	—	NV	—	+	—	+	+	57
3 Wolpe (D)	+	+	+	+	+	—	+	+	88
4 Siljander (R)	+	—	—	—	NV	—	—	—	14
5 Henry (R)	+	—	—	—	+	—	+	—	38
6 Carr (D)	+	—	+	+	NV	+	+	+	86
7 Kildee (D)	+	+	+	+	+	+	+	+	100
8 Traxler (D)	+	+	+	+	+	+	+	+	100
9 Vander Jagt (R)	—	—	—	—	—	NV	—	—	0
10 Schuette (R)	—	—	—	—	—	—	+	—	13
11 Davis (R)	+	+	+	+	+	—	+	+	88
12 Bonior (D)	+	+	+	+	+	+	+	+	100
13 Crockett (D)	+	NV	+	+	+	NV	+	+	100
14 Hertel (D)	+	+	+	+	+	—	+	+	88
15 Ford (D)	+	+	NV	+	+	+	+	+	100
16 Dingell (D)	+	+	NV	+	+	+	+	+	100
17 Levin (D)	+	+	+	+	+	—	+	+	88
18 Broomfield (R)	+	—	—	—	+	—	+	—	38
Minnesota									
1 Penny (D)	+	—	+	—	+	—	+	—	50
2 Weber (R)	+	—	+	—	—	—	—	—	25
3 Frenzel (R)	+	—	—	NV	—	—	—	—	14
4 Vento (D)	+	+	+	+	+	+	+	+	100
5 Sabo (D)	+	+	+	+	+	+	+	+	100
6 Sikorski (D)	+	+	+	+	+	—	+	+	88
7 Stangeland (R)	—	—	—	+	+	—	—	—	25
8 Oberstar (D)	+	+	+	+	+	+	+	+	100
Mississippi									
1 Whitten (D)	+	+	+	+	+	+	+	+	100
2 Franklin (R)	+	—	—	—	—	—	+	—	25
3 Montgomery (D)	+	+	—	—	—	—	—	—	25
4 Dowdy (D)	+	+	+	+	+	+	+	+	100
5 Lott (R)	—	—	—	—	—	—	—	—	0
Missouri									
1 Clay (D)	+	+	+	+	+	+	NV	NV	100
2 Young (D)	+	+	+	NV	+	—	+	+	86
3 Gephardt (D)	+	+	+	+	+	—	+	+	88
4 Skelton (D)	+	+	+	+	+	—	+	+	88
5 Wheat (D)	+	+	+	+	+	+	+	+	100
6 Coleman (R)	+	—	+	+	+	—	+	—	63
7 Taylor (R)	—	+	—	—	—	—	+	—	25
8 Emerson (R)	+	+	NV	+	+	—	+	—	71
9 Volkmer (D)	+	+	+	+	+	—	+	+	88
Montana									
1 Williams (D)	+	+	+	+	NV	+	+	NV	100
2 Marlenee (R)	+	—	—	+	—	+	+	—	50
Nebraska									
1 Bereuter (R)	+	—	—	+	+	—	+	—	50
2 Daub (R)	+	—	+	—	—	—	+	—	38
3 Smith (R)	+	—	—	—	+	—	+	+	50
Nevada									
1 Reid (D)	+	+	+	+	+	—	+	+	88
2 Vucanovich (R)	—	—	—	+	—	—	+	—	25
New Hampshire									
1 Smith (R)	—	—	—	—	—	—	—	—	0
2 Gregg (R)	+	—	+	—	—	—	—	—	25
New Jersey									
1 Florio (D)	+	+	+	+	+	+	+	+	100
2 Hughes (D)	+	+	+	+	+	+	+	+	100
3 Howard (D)	+	+	+	+	+	+	+	+	100
4 Smith (R)	+	+	+	+	+	—	+	+	88
5 Roukema (R)	+	—	+	—	+	—	+	—	50
6 Dwyer (D)	+	+	+	+	+	+	+	+	100
7 Rinaldo (R)	+	+	+	+	+	—	+	+	88
8 Roe (D)	+	+	+	+	+	+	+	+	100
9 Torricelli (D)	+	+	+	+	+	+	+	+	100
10 Rodino (D)	+	+	+	+	+	+	+	+	100
11 Gallo (R)	—	—	+	—	+	—	+	+	50
12 Courter (R)	—	—	+	+	+	—	+	+	63
13 Saxton (R)	—	—	+	—	+	—	+	+	50
14 Guarini (D)	+	+	+	+	+	+	+	+	100
New Mexico									
1 Lujan (R)	—	+	—	—	—	—	—	—	13
2 Skeen (R)	—	—	—	—	+	—	+	—	25
3 Richardson (D)	+	+	+	+	NV	—	+	+	86
New York									
1 Carney (R)	—	—	—	—	—	—	NV	NV	0
2 Downey (D)	+	+	+	+	+	+	+	+	100
3 Mrazek (D)	+	+	+	+	+	—	+	+	88
4 Lent (R)	+	—	+	—	—	—	+	—	38
5 McGrath (R)	+	—	+	—	+	—	+	—	50
6 Waldon (D)	O	O	O	O	O	O	+	NV	100
7 Ackerman (D)	+	+	+	+	+	+	+	+	100
8 Scheuer (D)	+	+	+	+	+	+	+	+	100
9 Manton (D)	+	+	+	+	+	—	+	+	88
10 Schumer (D)	+	+	+	+	+	+	+	+	100
11 Towns (D)	+	+	+	+	+	+	+	+	100
12 Owens (D)	+	+	+	+	+	+	+	+	100
13 Solarz (D)	+	+	+	+	+	+	+	+	100
14 Molinari (R)	—	—	+	+	—	—	—	—	25
15 Green (R)	+	+	+	+	+	—	+	+	88
16 Rangel (D)	+	+	+	NV	+	+	+	+	100
17 Weiss (D)	+	+	+	+	+	+	+	+	100
18 Garcia (D)	+	+	+	+	+	+	+	+	100
19 Biaggi (D)	+	+	+	+	+	+	+	+	100
20 DioGuardi (R)	+	—	+	—	—	—	+	—	38
21 Fish (R)	+	NV	+	+	+	—	+	—	71
22 Gilman (R)	+	—	+	+	+	+	+	+	88
23 Stratton (D)	+	+	+	+	+	+	+	+	100
24 Solomon (R)	+	—	—	—	—	—	—	—	13
25 Boehlert (R)	+	—	+	+	+	—	+	+	75
26 Martin (R)	+	—	+	+	+	+	+	—	75
27 Wortley (R)	+	—	+	—	+	—	+	—	50
28 McHugh (D)	+	+	+	+	+	+	+	+	100
29 Horton (R)	+	+	+	+	+	—	+	+	88
30 Eckert (R)	—	—	—	—	—	+	—	—	13
31 Kemp (R)	—	—	—	+	—	+	—	—	25
32 LaFalce (D)	+	+	+	+	+	+	+	+	100
33 Nowak (D)	+	+	+	+	+	+	+	+	100
34 Lundine (D)	+	+	+	+	+	—	NV	NV	83
North Carolina									
1 Jones (D)	+	+	+	+	+	+	+	+	100
2 Valentine (D)	+	+	+	+	+	—	+	+	88
3 Whitley (D)	+	+	+	+	+	—	+	+	88
4 Cobey (R)	—	—	—	—	—	—	+	—	13
5 Neal (D)	+	+	+	+	+	—	+	+	88
6 Coble (R)	+	—	—	—	—	—	—	—	13
7 Rose (D)	+	+	+	+	+	+	+	+	100
8 Hefner (D)	+	+	+	+	+	—	+	+	88
9 McMillan (R)	—	—	—	—	+	—	—	—	13
10 Broyhill (R)	—	+	—	—	—	—	O	O	17
11 Hendon (R)	+	—	—	+	+	—	+	+	63
North Dakota									
1 Dorgan (D)	+	+	+	+	+	+	+	+	100
Ohio									
1 Luken (D)	+	+	+	+	+	—	+	+	88
2 Gradison (R)	NV	NV	NV	—	—	—	—	—	0
3 Hall (D)	+	+	+	+	+	—	+	+	88
4 Oxley (R)	—	—	—	—	—	—	—	—	0
5 Latta (R)	—	—	—	—	—	—	—	—	0
6 McEwen (R)	—	—	—	—	+	—	—	—	13
7 Dewine (R)	—	—	—	—	—	+	+	—	25
8 Kindness (R)	—	—	—	—	—	—	—	—	0
9 Kaptur (D)	+	+	+	+	+	—	+	+	88
10 Miller (R)	—	—	—	—	NV	—	—	—	0
11 Eckart (D)	+	+	+	+	+	—	+	+	88
12 Kasich (R)	—	+	+	—	—	—	—	—	25
13 Pease (D)	+	+	+	+	+	—	+	+	88
14 Seiberling (D)	+	NV	+	+	+	+	+	+	100
15 Wylie (R)	—	+	+	+	+	—	+	+	75
16 Regula (R)	+	—	—	+	+	—	+	—	50
17 Traficant (D)	+	+	+	+	+	+	+	+	100
18 Applegate (D)	+	—	+	+	+	—	+	+	75
19 Feighan (D)	+	+	+	+	+	—	+	+	88
20 Oakar (D)	+	+	+	+	NV	+	+	+	100
21 Stokes (D)	+	+	+	+	+	+	+	+	100
Oklahoma									
1 Jones (D)	+	+	+	+	+	—	+	—	75
2 Synar (D)	+	+	+	+	+	+	+	+	100
3 Watkins (D)	+	+	+	+	+	—	+	+	88
4 McCurdy (D)	+	+	+	+	+	—	+	—	75
5 Edwards (R)	—	—	NV	—	—	—	—	—	0
6 English (D)	+	—	+	+	—	—	+	—	50
Oregon									
1 AuCoin (D)	+	+	+	—	+	—	+	+	75
2 Smith (R)	+	—	—	—	—	—	—	—	13
3 Wyden (D)	+	+	+	+	+	—	+	+	88
4 Weaver (D)	+	+	+	+	+	+	+	+	100
5 Smith (R)	+	—	—	—	—	—	—	—	13
Pennsylvania									
1 Foglietta (D)	+	+	+	+	+	+	+	+	100
2 Gray (D)	+	+	+	NV	+	+	+	+	100
3 Borski (D)	+	+	+	+	NV	+	+	+	100
4 Kolter (D)	+	—	+	+	+	+	+	+	88
5 Schulze (R)	+	—	+	—	—	—	+	—	38
6 Yatron (D)	+	—	+	+	+	—	+	+	75
7 Edgar (D)	+	+	+	+	+	+	+	+	100
8 Kostmayer (D)	+	+	+	+	+	—	+	+	88
9 Shuster (R)	+	—	—	—	—	—	—	—	13
10 McDade (R)	+	—	+	+	+	—	+	+	75
11 Kanjorski (D)	+	—	+	+	+	+	+	+	88
12 Murtha (D)	+	+	+	+	+	+	+	+	100
13 Coughlin (R)	—	+	+	+	+	—	+	+	75
14 Coyne (D)	+	+	+	+	+	+	+	+	100
15 Ritter (R)	+	—	—	—	—	—	—	—	13
16 Walker (R)	+	—	—	—	—	—	—	—	13
17 Gekas (R)	+	—	+	—	+	—	—	—	38
18 Walgren (D)	+	+	+	+	+	—	+	+	88
19 Goodling (R)	—	—	+	+	+	—	+	+	63
20 Gaydos (D)	+	—	+	+	+	+	+	+	88
21 Ridge (R)	+	—	—	—	+	—	+	—	38
22 Murphy (D)	+	+	+	+	+	—	+	+	88
23 Clinger (R)	+	+	—	+	NV	—	+	+	71
Rhode Island									
1 Germain (D)	+	+	+	+	+	+	+	+	100
2 Schneider (R)	NV	—	+	+	+	NV	+	+	83
South Carolina									
1 Hartnett (R)	—	—	—	—	—	+	—	—	13
2 Spence (R)	—	—	—	—	—	—	—	+	13
3 Derrick (D)	+	+	+	+	+	+	+	+	100
4 Campbell (R)	—	—	—	+	+	—	+	+	50
5 Spratt (D)	+	+	NV	+	+	—	+	+	86
6 Tallon (D)	+	+	+	+	+	+	+	+	100
South Dakota									
1 Daschle (D)	+	+	+	+	NV	—	+	+	86
Tennessee									
1 Quillen (R)	—	+	—	+	+	—	+	—	50
2 Duncan (R)	+	+	+	+	+	—	—	—	63
3 Lloyd (D)	+	+	+	+	+	—	+	—	75
4 Cooper (D)	+	+	+	+	+	—	—	—	63
5 Boner (D)	+	+	+	+	+	—	NV	NV	83
6 Gordon (D)	+	+	+	+	+	—	+	+	88
7 Sundquist (R)	+	—	—	+	—	—	—	—	25
8 Jones (D)	+	+	+	+	+	—	+	+	88
9 Ford (D)	+	+	+	+	+	+	+	+	100
Texas									
1 Chapman (D)	O	O	O	+	+	—	+	+	80
2 Wilson (D)	+	+	NV	+	NV	—	+	+	83
3 Bartlett (R)	—	—	—	—	—	—	—	—	0
4 Hall (D)	+	—	—	+	—	—	—	—	25
5 Bryant (D)	+	+	+	+	+	—	+	+	88
6 Barton (R)	—	—	—	—	—	—	—	—	0
7 Archer (R)	—	—	—	—	—	—	—	—	0
8 Fields (R)	—	—	—	—	—	—	—	—	0
9 Brooks (D)	+	+	+	+	+	NV	+	+	100
10 Pickle (D)	+	+	+	+	+	—	+	—	75
11 Leath (D)	+	+	—	—	—	—	+	+	50
12 Wright (D)	+	+	+	+	+	—	+	+	88
13 Boulter (R)	—	—	—	—	—	—	—	—	0
14 Sweeney (R)	—	—	—	—	—	—	—	—	0
15 de la Garza (D)	+	+	+	+	+	+	+	+	100
16 Coleman (D)	+	+	+	+	+	—	+	+	88
17 Stenholm (D)	+	+	+	—	—	—	—	—	38
18 Leland (D)	+	+	+	+	+	+	+	+	100
19 Combest (R)	—	—	—	—	—	—	—	—	0
20 Gonzalez (D)	+	—	+	+	+	+	+	+	88
21 Loeffler (R)	—	—	—	—	—	—	—	—	0
22 DeLay (R)	—	—	—	—	—	—	—	—	0
23 Bustamante (D)	+	+	+	+	+	+	+	+	100
24 Frost (D)	+	+	+	+	+	—	+	+	88
25 Andrews (D)	+	+	+	+	+	—	+	—	75
26 Armey (R)	—	—	—	—	—	—	—	—	0
27 Ortiz (D)	+	+	+	+	+	+	+	+	100
Utah									
1 Hansen (R)	—	—	—	—	—	—	—	—	0
2 Monson (R)	+	—	—	—	+	—	—	—	25
3 Nielson (R)	—	—	—	—	—	—	—	—	0
Vermont									
1 Jeffords (R)	+	—	+	+	+	—	+	+	75
Virginia									
1 Bateman (R)	—	—	—	—	—	—	+	—	13
2 Whitehurst (R)	—	—	—	+	—	—	+	—	25
3 Bliley (R)	—	—	+	—	—	—	+	—	25
4 Sisisky (D)	+	+	+	+	+	—	+	+	88
5 Daniel (D)	+	—	—	—	—	—	+	—	25
6 Olin (D)	+	+	+	+	+	—	+	—	75
7 Slaughter (R)	—	—	—	—	—	—	—	—	0
8 Parris (R)	+	—	—	—	—	+	+	—	38
9 Boucher (D)	+	+	+	+	+	—	+	+	88
10 Wolf (R)	+	—	—	—	+	+	+	+	63
Washington									
1 Miller (R)	+	—	+	—	—	—	+	—	38
2 Swift (D)	+	+	+	+	+	—	+	+	88
3 Bonker (D)	+	+	+	+	NV	+	+	+	100
4 Morrison (R)	+	+	+	+	+	—	+	+	88
5 Foley (D)	+	+	+	+	+	—	+	+	88
6 Dicks (D)	+	+	+	+	+	+	+	+	100
7 Lowry (D)	+	+	+	+	+	+	+	+	100
8 Chandler (R)	+	—	—	—	+	—	+	+	50
West Virginia									
1 Mollohan (D)	+	+	+	+	+	+	+	+	100
2 Staggers (D)	+	+	+	+	+	—	+	+	88
3 Wise (D)	+	+	+	+	+	—	+	+	88
4 Rahall (D)	+	+	+	+	+	+	+	+	100
Wisconsin									
1 Aspin (D)	+	+	+	+	+	+	+	+	100
2 Kastenmeier (D)	+	+	+	+	+	+	+	+	100
3 Gunderson (R)	+	—	—	—	+	—	+	+	50
4 Kleczka (D)	+	+	+	+	+	—	+	+	88
5 Moody (D)	+	+	+	+	+	+	+	+	100
6 Petri (R)	+	—	—	—	+	—	—	—	25
7 Obey (D)	+	+	+	+	+	+	+	+	100
8 Roth (R)	—	—	—	—	NV	—	+	—	14
9 Sensenbrenner (R)	—	—	—	—	—	—	—	—	0
Wyoming									
1 Cheney (R)	—	—	—	—	—	—	—	—	0

Key

+ FAVORABLE
— UNFAVORABLE
NV NOT VOTING
P PRESENT
O NOT THEN A MEMBER

* Speaker of the House normally does not vote.

VOTING RECORDS

U.S. SENATE

1. During Senate debate on the Fiscal Year 1986 Budget Resolution, Sen. Robert Byrd (D-WV) offered a substitute that would have increased education funding and retained the Social Security cost-of-living adjustment. The Senate rejected the substitute on a vote of 43-54. NEA supported the substitute. A *yes* vote was the right vote according to the NEA position.

2. During Senate debate on the FY1986 Budget Resolution, Sen. Paula Hawkins (R-FL) presented an amendment that would have restored funding for the school lunch program. The Senate rejected a motion to table the Hawkins amendment on a vote of 36-60. NEA supported consideration of the amendment and opposed the motion to table the amendment. A *no* vote—a vote not to table consideration—was the right vote according to the NEA position.

3. During Senate debate on the FY1986 Budget Resolution, Sen. Lawton Chiles (D-FL) presented an amendment to add additional funds for Head Start, developmental disability, and education of the handicapped. The Senate rejected the amendment on a vote of 47-50. NEA supported the amendment. A *yes* vote was the right vote according to the NEA position.

4. During Senate debate on the FY1986 Budget Resolution, Sen. James Abdnor (R-SD) presented an amendment that would have restored impact aid funds. The Senate rejected the amendment on a vote of 47–49. NEA supported the amendment. A *yes* vote was the right vote according to the NEA position.

5. The Senate adopted a final FY1986 Budget Resolution that makes no adjustments for inflation for programs supporting public education, on a vote of 50-49. NEA opposed that final budget resolution. A *no* vote was the right vote according to the NEA position.

6. The so-called Gramm-Rudman deficit reduction amendment has caused—and could again cause—significant cuts in federal support of education. The Senate accepted the final amendment as reported out of a House/Senate conference committee on a vote of 61-31. NEA opposed the amendment. A *no* vote was the right vote according to the NEA position.

7. The Senate adopted the Andrews (R-ND)-Hollings (D-SC) amendment to the FY1987 budget resolution, increasing spending authority for federal education programs by $1.2 billion. NEA supported the amendment, which passed by a vote of 60-38. A *yes* vote was the right vote according to the NEA position.

	1	2	3	4	5	6	7	% Pro NEA
Alabama								
Denton (R)	—	—	—	—	—	+	—	14
Heflin (D)	+	+	+	+	+	—	+	86
Alaska								
Murkowski (R)	—	—	—	+	—	—	+	29
Stevens (R)	—	—	—	+	—	—	+	29
Arizona								
Deconcini (D)	+	+	+	+	+	+	+	100
Goldwater (R)	—	—	—	—	—	NV	NV	0
Arkansas								
Bumpers (D)	+	+	+	+	+	—	+	86
Pryor (D)	+	+	+	+	+	+	+	100
California								
Cranston (D)	+	+	+	—	+	+	+	86
Wilson (R)	NV	NV	NV	NV	—	—	—	0
Colorado								
Armstrong (R)	—	—	—	—	—	—	—	0
Hart (D)	+	+	+	+	+	+	+	100
Connecticut								
Dodd (D)	+	+	+	+	+	—	+	86
Weicker (R)	—	+	—	—	—	+	+	43
Delaware								
Biden (D)	+	+	+	+	+	NV	+	100
Roth (R)	—	—	—	—	—	+	—	14
Florida								
Chiles (D)	+	+	+	+	+	NV	—	83
Hawkins (R)	—	+	+	+	+	+	NV	83
Georgia								
Mattingly (R)	—	—	—	—	—	—	—	0
Nunn (D)	—	+	—	+	+	—	—	43
Hawaii								
Inouye (D)	+	+	+	+	+	P	+	100
Matsunaga (D)	+	+	+	+	+	+	+	100
Idaho								
McClure (R)	—	—	—	—	—	—	—	0
Symms (R)	—	—	—	—	—	—	—	0
Illinois								
Dixon (D)	—	+	+	—	+	—	+	57
Simon (D)	+	+	+	—	+	—	+	71

	1	2	3	4	5	6	7	% Pro NEA
Indiana								
Lugar (R)	—	—	—	—	—	—	—	0
Quayle (R)	—	—	—	—	—	—	—	0
Iowa								
Grassley (R)	—	+	—	—	—	—	+	29
Harkin (D)	+	+	+	—	+	+	+	86
Kansas								
Dole (R)	—	—	—	—	—	—	—	0
Kassebaum (R)	—	—	—	—	—	+	—	14
Kentucky								
Ford (D)	+	+	+	+	+	—	+	86
McConnell (R)	—	—	—	—	—	—	—	0
Louisiana								
Johnston (D)	+	+	+	+	+	+	—	86
Long (D)	+	+	—	+	+	—	—	57
Maine								
Cohen (R)	—	+	—	—	—	—	+	29
Mitchell (D)	+	+	+	+	+	—	+	86
Maryland								
Mathias (R)	+	NV	+	+	+	P	+	100
Sarbanes (D)	+	+	+	+	+	+	+	100
Massachusetts								
Kennedy (D)	+	+	+	—	+	—	+	71
Kerry (D)	+	+	+	+	+	—	+	86
Michigan								
Levin (D)	+	+	+	+	+	—	+	86
Riegle (D)	+	+	+	+	+	+	+	100
Minnesota								
Boschwitz (R)	—	+	—	—	—	—	—	14
Durenberger (R)	—	+	—	—	—	—	+	29
Mississippi								
Cochran (R)	—	—	—	—	—	—	—	0
Stennis (D)	+	+	+	+	+	—	+	86
Missouri								
Danforth (R)	—	+	—	—	—	—	+	29
Eagleton (D)	+	+	+	NV	+	+	+	100
Montana								
Baucus (D)	+	+	+	+	+	—	+	86
Melcher (D)	+	+	+	+	+	+	+	100
Nebraska								
Exon (D)	NV	NV	NV	NV	NV	+	—	50
Zorinsky (D)	+	+	+	+	—	+	—	71

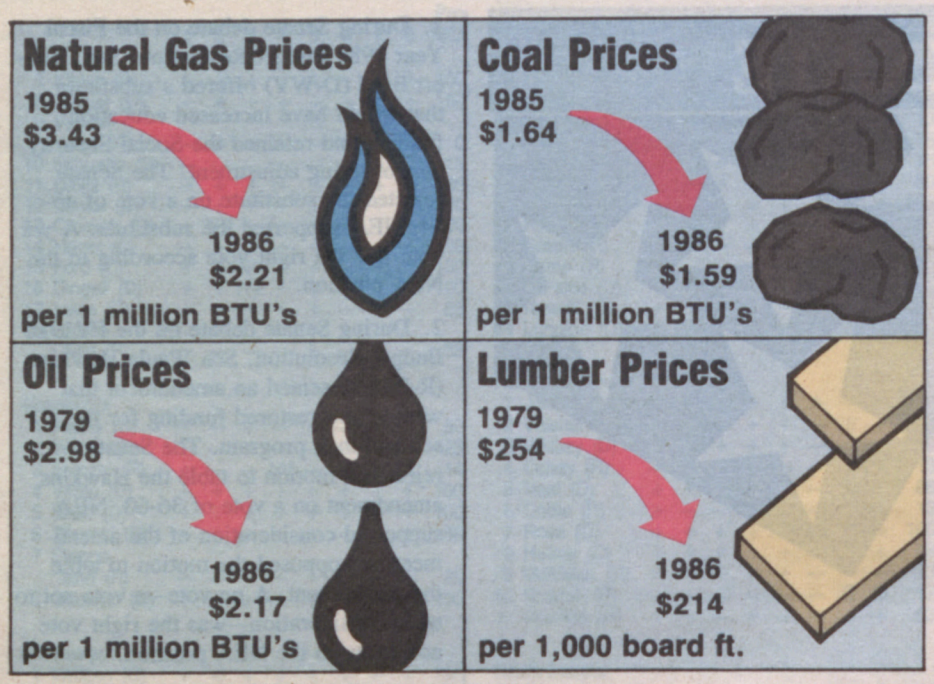
	1	2	3	4	5	6	7	% Pro NEA
Nevada								
Hecht (R)	—	—	—	—	—	—	—	0
Laxalt (R)	—	—	—	—	—	NV	—	0
New Hampshire								
Humphrey (R)	—	—	—	—	—	—	—	0
Rudman (R)	—	—	—	—	—	—	—	0
New Jersey								
Bradley (D)	+	+	+	+	+	+	+	100
Lautenberg (D)	+	+	+	+	+	+	+	100
New Mexico								
Bingaman (D)	+	+	+	+	+	+	+	100
Domenici (R)	—	—	—	—	—	—	—	0
New York								
D'Amato (R)	—	+	—	+	+	—	+	57
Moynihan (D)	+	+	+	+	+	+	+	100
North Carolina								
Broyhill (R)	O	O	O	O	O	O	O	
Helms (R)	—	—	—	—	—	—	—	0
North Dakota								
Andrews (R)	—	+	+	+	—	+	+	71
Burdick (D)	+	+	+	+	+	+	+	100
Ohio								
Glenn (D)	+	+	+	+	+	+	+	100
Metzenbaum (D)	+	+	+	—	+	+	+	86
Oklahoma								
Boren (D)	+	+	+	+	+	—	+	86
Nickles (R)	—	—	—	+	—	—	—	14
Oregon								
Hatfield (R)	—	+	—	—	—	+	+	43
Packwood (R)	—	—	—	—	—	—	+	14
Pennsylvania								
Heinz (R)	—	+	—	+	—	NV	+	50
Specter (R)	—	—	+	+	+	—	+	57
Rhode Island								
Chafee (R)	—	+	—	—	—	—	+	29
Pell (D)	+	+	+	+	+	+	+	100
South Carolina								
Hollings (D)	—	+	+	+	+	—	+	71
Thurmond (R)	—	—	—	—	—	—	—	0

	1	2	3	4	5	6	7	% Pro NEA
South Dakota								
Abdnor (R)	—	—	—	+	—	—	+	29
Pressler (R)	—	—	—	+	—	+	+	43
Tennessee								
Gore (D)	+	+	+	+	+	—	+	86
Sasser (D)	+	+	+	+	+	—	+	86
Texas								
Bentsen (D)	+	+	+	—	+	—	+	71
Gramm (R)	—	—	—	—	—	—	—	0
Utah								
Garn (R)	—	—	—	—	—	—	—	0
Hatch (R)	—	—	—	—	—	—	—	0
Vermont								
Leahy (D)	+	+	+	—	+	—	+	71
Stafford (R)	—	+	—	—	—	+	+	43
Virginia								
Trible (R)	—	—	—	+	—	—	—	14
Warner (R)	—	—	—	+	—	—	—	14
Washington								
Evans (R)	—	+	—	—	—	—	—	14
Gorton (R)	—	—	—	—	—	—	+	14
West Virginia								
Byrd, Robert (D)	+	+	+	—	+	+	+	86
Rockefeller (D)	+	+	+	—	+	—	+	71
Wisconsin								
Kasten (R)	—	+	—	—	—	—	+	29
Proxmire (D)	—	—	—	—	+	—	—	14
Wyoming								
Simpson (R)	—	—	—	—	—	—	—	0
Wallop (R)	—	—	—	—	—	—	—	0

Key

- **+** FAVORABLE
- **—** UNFAVORABLE
- **NV** NOT VOTING
- **P** PRESENT
- **O** NOT THEN A MEMBER

EDUCATIONAL EXCELLENCE...



Sources: Random Lengths; U.S. Energy Information Administration

These Signs of the Times Spell Disaster for Schools

"Ten years ago," recalls Jim Rainey, "I felt sure the education we offered kids here in Coos Bay was the equal of any available in Oregon—or anywhere else in the nation."

The Coos Bay Education Association president sadly shakes his head. "Not any more. At a gut level, I know we're not doing the same job. We don't have the money, the programs, or the personnel."

Rainey has taught English for 18 years in this lumber community on Oregon's coast. Today, Coos Bay is in trouble because timber is in trouble. And its veteran teachers are worried.

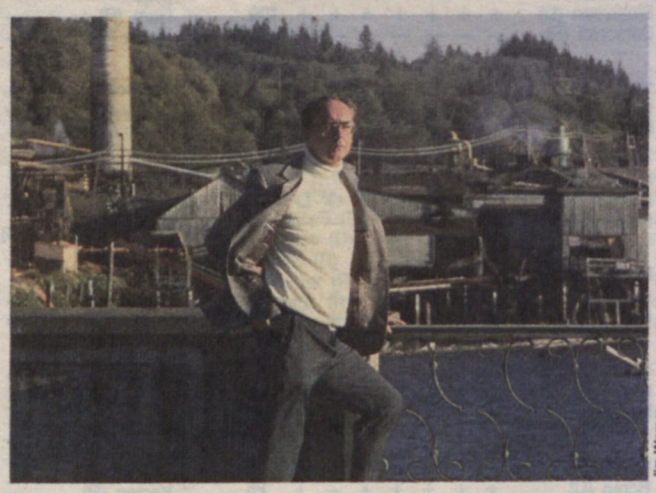
"We have a group of truly excellent teachers doing an outstanding job under difficult conditions," says fourth grade teacher Alice Jacobson, who's taught in the district for 25 years. "But we're starting to feel hassled, demoralized, and just plain worn down by the deteriorating school conditions and the lack of support from the board and the community.

"Teachers are leaving," Jacobson continues, "good teachers. And more would be leaving, but we have an older staff—we've been in the community a long time and don't really have options."

Coos Bay schools came within a hairsbreadth of closing on October 1. In June, August, and September, Coos Bay voters defeated three tax levies for essential operating funds.

The schools were scheduled to close. But at an emergency meeting the day after the September 16 election, the board reversed its previous decision and decided to borrow money.

"We were surprised and disappointed by the board's reversing itself," says Rainey. "Certainly we don't want the schools to close. But the board has lost credibility and control of the levy process. Budget cuts are now inevitable—and it's entirely likely the schools will have to close in December, since no more money can be borrowed."



Jim Warner

Economic problems are taking a severe toll on schools in Coos Bay, Oregon, says Association President Jim Rainey.

Coos Bay and its people, like much of Oregon, have long been dependent on one industry—timber. From World War II to the late 1970s, the town boomed. With its natural deepwater port, Coos Bay was the site of eight lumber mills and a bustling dock from which wood products were shipped to Asia. People weren't rich, but wages were good and jobs secure.

Then, in 1979, U.S. housing construction ground to a virtual halt. The strong dollar reduced exports. The timber industry, as tens of thousands of workers in the Northwest had known it, was gone.

Trucks loaded with logs no longer roll in a steady stream from the surrounding forests into Coos Bay's port and mills. The town now has one operating union mill. Two small mills have recently reopened as nonunion—paying half the former union wages.

The effects reverberate through the town's economy. Unemployment is high, wages and salaries low. People are moving out, and *For Sale* signs line residential streets—but no one is buying. A middle class town is now poor.

Educational excellence is threatened by Coos Bay's hard times. School enrollment has dropped from 6,300 to 4,200 over the past 10 years. Since 1980, through attrition and major layoffs, the teaching staff has been reduced by more than a third. Last year the school board contracted bus and food services to private firms—firing 85 classified employees.

Jim Warner

Third grade teacher Betty Pruitt in front of a shut-down Coos Bay lumber mill that used to employ 350 people.

Instead of working with the staff to try to maintain excellent schools in reduced circumstances, the Coos Bay board is attempting to blame employees for the schools' problems. The board found money to hire a professional negotiator to bargain with the Association this year, but insisted on a salary freeze, major benefit reductions, and a rewrite of the entire contract. Coos Bay Education Association members returned to work this fall without a new agreement.

"Most of the language changes the board wants have nothing to do with economics," says Alice Jacobson, a CBEA past president. "They want to eliminate teachers from decision-making."

"It's part of the national scapegoating of workers and unions," says Betty Pruitt, a former elementary music specialist now teaching third grade. "It's easier to blame us than to deal with the real problem."

English teacher Ralph Mohr says teacher morale is affected by this scapegoating. "When you're up to your neck in alligators," he notes, "it's hard to remember that your job is to drain the swamp."

"The board and administration no longer make decisions on the basis of providing our students with the best," Mohr adds. "The primary concern is doing the minimum—for the least cost."

No part of Coos Bay's education system has remained untouched. Teachers are teaching outside their area of qualification. The elementary schools no longer have specialists or counselors. Secondary teachers have lost their preparation periods. There are no longer any department chairs—teachers with released time for academic leadership and administrative duties.

Almost all elective and vocational courses have been eliminated—and students have difficulty fitting the few that remain into their schedules, now that the number of periods in the school day has been reduced. Students take correspondence courses and attend summer school.

"Our educational program has lost its diversity," says Dale Reiber, a counselor at the middle school. "Every program in the district provided the opportunity for some kid to find himself or herself. Whether in photography, or wood shop, or science fiction writing—all students could find a place to excel and feel positive about themselves."

Reiber, a native of Coos Bay who's worked in its schools for 27 years, worries about the students. "For lots of kids these are the courses that carry them through the subjects they find difficult. The courses that keep them in school. They serve as kids' connection to the school and society.

"We've lost that now," says Reiber. "We've lost our vast array of educational opportunity—and that means we're losing some of our kids."

Coos Bay is not alone. Towns and schools across the West are experiencing economic distress. While New England and the mid-Atlantic states have rebounded from the recession of the early 1980s, a broad section of America has been on a downward spiral since 1981.

Hardest hit are the resource-rich— and resource-dependent—states. Basic commodities—from farm crops to minerals to oil—have been steadily dropping in value. And they've taken wages, land values, and public revenues with them. Timber in the Northwest. Agriculture in the Midwest. Oil in the Southwest. Copper, silver, and other basic metals across the West.

...MEETS ECONOMIC REALITY

Formerly booming Texas fell on hard times only within the last year, as oil prices hit bottom. Faced with a $3.5 billion shortfall in this year's state budget, Texas convened two special legislative sessions to consider program cuts and new revenue sources. In late September, the legislators agreed on $580 million in spending cuts, plus temporary tax increases to produce $870 million in new revenue.

The Texas State Teachers Association worked hard to ensure that the education budget wasn't cut. TSTA convinced the legislators that the state's ambitious education reform package—passed two years ago to attract new high-technology business to Texas—is even more essential in an economic slowdown.

Last year—even before oil prices dropped through the floor—the legislature failed to fully fund the career ladder plan it had passed in 1984. More than 30 percent of teachers who qualified didn't get any additional money due to the lack of funding. And the legislature provided no money for its mandated class size reductions—leaving the matter of financing to local school districts.

But local districts are also feeling the effects of the oil glut. Odessa, for example, a city of 100,000 in the midst of the Permian Basin oil fields in southwest Texas, rises and falls with the oil market.

"People are in trouble," says TSTA activist Bobbie Duncan, a teacher for homebound students who's worked in Odessa's schools for 28 years. "There were 365 bankruptcies in this area in 1985—and over 400 just in the first half of 1986. People are out of work. They can't pay their bills—or patronize local business."

Duncan's husband, John, teaches fifth grade at Odessa's Austin Elementary. "At the end of last school year," Bobbie Duncan adds, "seven women teachers at Austin were the sole support of their families. Their husbands had lost their jobs—there aren't many job opportunities in Odessa these days. Last July, our unemployment rate hit 19 percent."

The county school district that includes Odessa faces a $5.8 million loss in local revenues this year—and a much greater loss in the year ahead. This year's shortfall is being made up with $1.5 million in program cuts and $4.3 million from the district's reserve fund of over $13 million.

Jim Thiemann

Walking near closed coal mines, Wyoming's Karen Miyamoto and Rick Porter ponder future of their schools.

"School districts aren't in business to make money," points out Oklahoma Education Association Research Director Jack Cottrell. "If there was ever a time for them to use their surplus funds—that time is now."

Oklahoma's two major industries—oil and agriculture—are in a severe slump. Major reductions in state revenues forced the 1986 legislature to cut the state budget by 16.5 percent.

But the cut in education's share of that budget was held to 10 percent, following an intense lobbying effort by OEA. As in Texas, the Oklahoma Association insisted that efforts to improve education not fall prey to the current economic distress.

OEA publicized the fact that local school districts were sitting on a total of $212 million in surplus funds from the years of the oil boom. Instead of cutting education programs and laying off teachers, OEA argued, school districts should use their surpluses.

The OEA argument saved teacher jobs and education reform measures. Last spring, the state said 2,000 Oklahoma teachers would lose their jobs. As schools opened this fall, the actual number of RIFs appeared to be closer to 200 or 300. And the state-mandated reduction in class size—while put in abeyance for this year—wasn't killed as the legislature originally planned.

In Carbon County, Wyo., the boom years have ended—and schools are feeling the pinch. School closings, RIFs, salary freezes, and wage and benefit cuts are fast becoming annual events.

Carbon County, in south central Wyoming, is an area rich in oil and coal. The sharp drop in oil prices has not only idled oil wells—it's also forced the closing of most of the coal mines, since coal can no longer compete with cheap oil.

More than 85 jobs—teachers and support personnel—have been lost in the county's two school districts over the past two years. Fewer courses are being offered, teachers have more class preparations, and class size is on the rise.

Support staff in Carbon County District #1 have been particularly hard hit. They're now in the third year of a wage freeze. Since 1984-85, 20 of 47 instructional, library, and clerical aides have lost their jobs.

"The big layoff was two years ago," recalls Karen Miyamoto, president of Wyoming Education Association ESP Local #2—organized last year in the wake of the layoffs, wage freeze, and benefit cuts. "I'll never forget it. The superintendent called us in, and the first thing he said was that if he had his way, there wouldn't be any aides in the district. He made us feel lousy—like anyone could do our jobs."

Miyamoto has worked in the district for 15 years—the past 10 as a swimming aide, before that as a substitute teacher. "The school board and administration have made us feel really low," she adds. "As if we don't count, don't care about kids or education, and have nothing to contribute. The economic problems didn't create these attitudes—they just brought them to the forefront."

The Carbon County District One Teachers Education Association has fully supported the fledgling ESP local—at the same time working to protect its own members from a school board whose credo seems to be "cut first and ask questions later."

"We're fighting a board with a business and management mentality," says Association President Rick Porter, who's taught social studies in Carbon County for 11 years. "One that has no faith in its teachers, its support staff—or even its administrators."

Last winter the board declared a "state of emergency," unilaterally laying off 24 teachers and declaring the negotiated policies on RIFs, transfers, and promotions—as well as the agreement under which the contract itself was negotiated—null and void.

With public support and the threat of a WEA lawsuit, the Association succeeded in having the laid-off teachers rehired and winning most of the protections back. But in contract negotiations this summer, after the district announced a $1.3 million shortfall in its $14.7 million budget, Association negotiators tentatively agreed to a 3 percent salary cut and benefit reductions.

"The board wanted much more," says Porter, "but we insisted that not all cuts come from teachers—or the support staff, who have borne the brunt for the past few years."

Just before school opened, when the Association learned that the district had collected $766,000 in delinquent taxes, members rejected their tentative agreement, 158 to 1. At press time the board was refusing to reopen bargaining—and holding 3 percent of teachers' salaries in escrow.

"We expect to do our part," says Porter. "But we don't expect to carry the entire burden. And we expect to be consulted.

"This isn't a business," he adds, "it's a school district. Our mission is to educate children. We all need to remember that—especially in hard times when our students need us most."

—Heidi Steffens

Jim Warner

Jim Warner

Scenes in Coos Bay: Teacher Alice Jacobson with students after school. At right, logs are loaded for milling in Japan—an all-too-familiar sight to unemployed Oregon mill workers.

RESOURCES

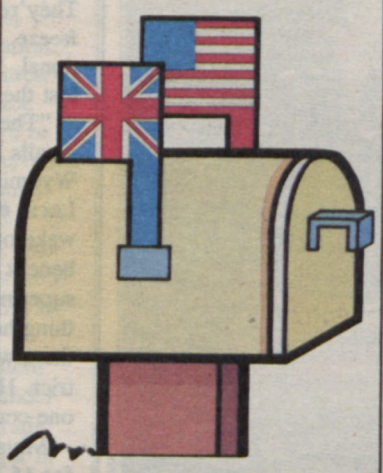
Idea Exchange

Classy Stationery

Children are eager to write if they like what they're writing *on*, Flo Grossenbacher reports from Davis, Calif. Her third graders at West Davis Elementary get to write on notepaper that has pictures of each of them, along with their names as they've printed them, xeroxed around the edge.

At the top of the sheet is the identification "Flo's class" and the school's address, produced with an Apple computer.

Grossenbacher says students find it a real treat to write letters and thank-you notes on their custom-made stationery.



Drawing Distinctions

When varieties of English are under discussion in Dorothy Edwards' junior English class at Charlton County Comprehensive High School in Folkston, Ga., students literally illustrate differences between American and British speech—not accent (different pronunciations of the same word) but the use of entirely different words for the same object.

They create posters, collages, scrapbooks, and collections of clippings to contrast usages like *mailbox* and *pillar-box*, *elevator* and *lift*, *trash can* and *dustbin*, *truck* and *lorry*.

When the works are completed and displayed, Edwards says, they naturally interest the class that produced them—but in addition they pique the curiosity of other students who use the room.

Finals: They're Elementary

After all the homework and quizzes, foreign language students hardly need a big final exam, contends French teacher Marianne Scott of Montrose (Pa.) Junior Senior High School.

So, for two years, Scott (on sabbatical this school year) let her third- and fourth-year students "share their knowledge with others instead of me." She offered them the option of skipping midterm and final exams if they'd teach French to nearby primary schoolers instead.

Each team of three would teach five or six 15- or 20-minute classes (a total of two hours) every fifth or sixth school day. The students provided their own lesson plans and audiovisual materials, as well as transportation to the elementary school. They were responsible for dressing appropriately—and for making up any of their own classwork they missed.

Both *les grands* and *les petits* loved the project, Scott reports—and so did she: she developed a new rapport with her elementary school colleagues.

Classroom Court

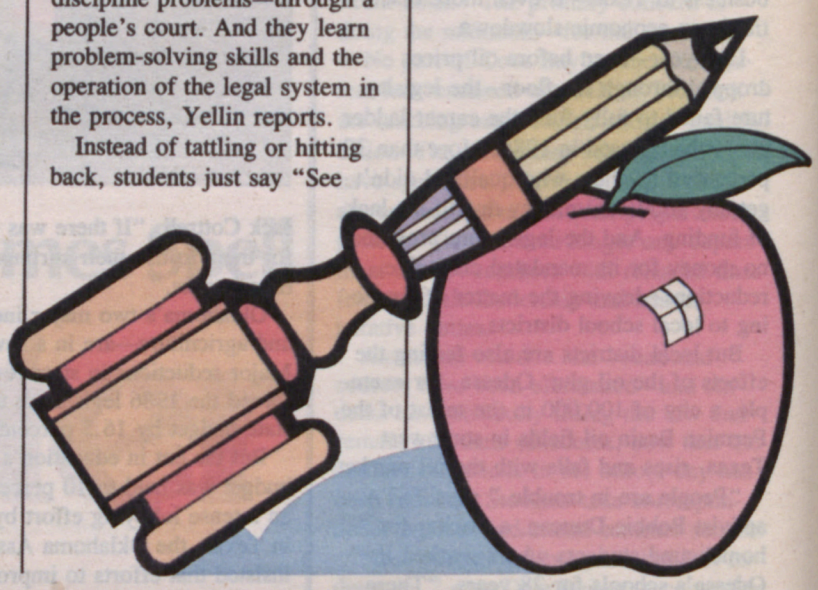
Harriet Yellin's fifth graders at Harman Elementary School in Hanover, Md., solve their own discipline problems—through a people's court. And they learn problem-solving skills and the operation of the legal system in the process, Yellin reports.

Instead of tattling or hitting back, students just say "See you in court"—and write up a complaint listing date, time, place, students involved, witnesses, and exactly what happened.

Court is in session each Tuesday morning. Yellin serves as judge, the class as jury, questioning witnesses and proposing sentences.

One problem, familiar to other judges: a backlog of cases builds up.

"Now that the kids know how to use the system," Yellin comments, "they need to learn when to settle out of court." □



RESEARCH CLUES

A Research Grant Can Put Life into Learning

by Robert McNergney and Martin Haberman

There probably isn't a teacher alive who doesn't have a pet notion or two about how to improve classroom learning. If you're the sort who likes to translate your theories into action, the Research Foundation of the National Council of Teachers of English may be willing to help.

For the third consecutive year, the 53,000-member NCTE is offering grants of up to $1,000 each to classroom teachers who propose research projects intended to improve learning. The goal of these Teacher-Researcher Grants, says Foundation chair Anne Gere, is to respond to "the growing number of teachers interested in *producing* as well as *consuming* education research."

The twelve winners of last year's NCTE grant competition are spread across the continental U.S. and Canada. Their common bond is a desire to investigate problems that have arisen out of their own work with students.

Margaret Evelyn Kitze, an English teacher at Menomonie (Wisc.) High School, is studying the effects of written vs. audiotaped comments on students' writing. Throughout this school year she'll give three students in one section of her composition class taped comments about their writing, while giving three students in another section written feedback.

Kitze's comments, whether written or taped, deal with the same group of writing skills: correct use of grammar, organization of material, editing techniques, and the like. Now two months into her experiment, she observes that the taped critiques so far seem more helpful to her students than the written ones.

"Taping my comments makes them seem more personal, more informal," Kitze reports. "Talking to students on tape, rather than writing out my comments on their papers, seems to help me focus my criticism. The tapes also save me time. The kids can listen to them in class while I work with other students. Students write comments back to me about the tapes, so they also get more experience writing."

Which group of students will improve their writing more over the course of the year? Like any good researcher, Kitze is reserving final conclusions until all the data are gathered and examined.

Another NCTE grant is helping a high school English teacher in Parma, Idaho, head off trouble before it starts. Patricia Ann Looney got her idea when parents in a neighboring community complained about teachers' using George Orwell's *1984* as part of the curriculum.

Looney organized a local committee of parents, teachers, and school board members to investigate concerns about the use of various books in schools. They constructed a questionnaire and surveyed nearly 75 percent of the households in the community.

Looney says early results of this research, based on about 300 responses, indicate that "parents seem more open than we thought they would be." Both parents and teachers, however, seem to favor establishing a plan for the review of potentially controversial material before it hits the classroom.

Would such a plan amount to censorship? Looney hopes not. She sees it as a way to protect both the public and teachers—and to educate people about the importance of carefully selecting educational materials.

In an unusual twist, NCTE awarded one of its 1986 grants to an English teacher at Stamford (Conn.) High School—for the purpose of researching other teacher-researchers. Margaret Queenan had been a teacher-researcher herself, previously funded by the Gould Foundation. Now she meets regularly with teacher-researchers in the New York City area to discover how they try to learn from their students.

Queenan explains, "Listening to students and learning about how they reason helps teachers look outside themselves. The process may well be an antidote to burnout."

Proposals for writing and language arts research naturally have an edge in the NCTE competition. In fact, sessions featuring the teacher-researchers are offered at the organization's annual convention—not many mathematics people attend those gatherings.

According to Charles Suhor, NCTE's deputy executive director, only 26 grant proposals were submitted last year. While there are sure to be more applications this time around, the odds for success seem good enough to make even the most wary gambler take notice. □

Robert McNergney is associate professor at the Curry School of Education, University of Virginia; Martin Haberman is professor at the School of Education, University of Wisconsin-Milwaukee. They prepared this column for NEA Today *with the cooperation of the American Educational Research Association.*

How To Apply for a Teacher-Researcher Grant

Deadline for entering next year's competition is February 15, 1987. Write to Teacher-Researcher Grants, Research Foundation, NCTE, 1111 Kenyon Road, Urbana, IL 61801, for details on how to apply.

NOTE: For the first 25 people who send either of the authors of this column a copy of their proposals before sending them to NCTE, we will provide free criticism intended to strengthen the submissions. (Our advice *may* be worth the price of a stamp, but no guarantees!)

Write to Robert McNergney at 276 Ruffner Hall, 405 Emmet St., University of Virginia, Charlottesville, VA 22903; or Martin Haberman at 397 Enderis Hall, University of Wisconsin–Milwaukee, 2400 E. Hartford Ave., Milwaukee, WI 53201.

Meet:

Joe Di Dio

A Children's Crusader

She gives new meaning to the word dynamo. *She's quick-thinking, fast-talking, a shoot-from-the-lip-with-never-a-slip-of-the-tongue virtuoso who prefers candor to caution, condones no hypocrisy, recoils from no risk.*

She's Marian Wright Edelman, founder and president of the Children's Defense Fund (CDF), a nonprofit, Washington, D.C.–based organization dedicated to providing a strong and effective voice for the people of America who cannot vote, cannot lobby, cannot speak for themselves: for the people who are children.

CDF's stated goal is to educate the nation about preventive investment*—about meeting the needs of children* before *they become ill, drop out of school, suffer family breakdown, or get into trouble.*

NEA Today *staffer Carl Luty recently interviewed Edelman—and tried (largely in vain) to keep pace with her rapid-fire, look-out-here-I-come style.*

The Children's Defense Fund is now approaching its 20th anniversary. As you look back, what accomplishments give you the greatest pride?
Rather than any one accomplishment, I think I'm most thankful for our slow, steady, unjazzy, unglamorous progress.

In 1968, children were politically invisible. Today, the issues that affect their welfare are hot—more prominent, closer to the forefront of our nation's agenda, particularly at the state level. The one constituency that in the truest sense had no voice, that lacked representation, that could be ignored by Congress and the President and state legislatures, now commands attention, now has its place in the spotlight.

We're seeing—at last—growing recognition that *preventive investment* makes good sense. Mayors and governors and members of Congress are beginning to see the light: it's better to *prevent* a problem than to remediate it, better to invest in Head Start than to fund a host of remedial programs, better to ensure the health of the young *now* than to finance a lifetime of medical care later, better to strengthen the Education for All Handicapped Children Act than to condemn the handicapped to a life of economic dependency, better to deliver effective prenatal care than to pay the price for postnatal illnesses.

You sound as though you're saying that this era of fiscal restraint has actually benefited children, perhaps helped forward CDF's mission . . .
That's true in some ways. The Reagan Administration has been detrimental to our cause—*and helpful*. This President, after all, tried to repeal *every single law* that provides protection for poor children, for families of poverty. That's not a partisan statement. It's an objective fact.

But as a result of this adversity—these misguided priorities that have been hidden beneath pro-family rhetoric—we've been forced to become more hard-nosed, tougher, more *politicized*. And we've learned to forge coalitions, to build bridges, to reach out to organizations—like NEA—that share our commitment to the welfare of young people.

Given the skewed priorities and the return of the "blame the victim" mentality at the federal level, our organization was forced to learn how to influence state and local policymakers. And that's where we've made real progress. Mayors and governors now understand that preventive investment in children is cost-effective. Liberals and conservatives alike realize that you can pay now or *pay more later*.

So in the present frugal atmosphere, we've finally been able to get people to listen to the message we've been preaching for 20 years. Senseless, misdirected national priorities have begun to generate sensible pro-children priorities at the state level.

Examples?
Well, I think state officials now know that teenage—and preteenage—pregnancy is a tremendous drain on state coffers. And they're learning that "babies having babies" isn't a problem that's confined to the Black underclass.

This isn't just a Black urban problem. It's a problem without racial or social boundaries. The overwhelming percentage of school-age children who get pregnant are white. And a significant proportion are from rural areas.

We have 36,000 babies born each year to children who haven't finished ninth grade. And schools are going to have to address that problem, to make sure young mothers have a chance to finish school—*and* make sure that the children of students receive adequate care. Otherwise, we'll continue to create a poverty mill, with the most vulnerable suffering the most.

All of this, of course, is related to the shrinking access to health care, to cuts in Medicaid, to massive cuts in nutrition programs for the young, to a federal budget policy based on the premise that people in poverty *want* to be in poverty.

That kind of thinking explains why infant mortality is at its highest level in years. That's a national disgrace. Infant mortality is the most sensitive and most revealing barometer of how well a country is doing in the most basic sense. And we're not doing well. That's amply documented.

What about the argument that sex education is the cause of the teenage pregnancy and other related problems?
That's nonsense. The evidence is to the contrary. Sex education doesn't lead kids to be sexually active. It leads them to be sexually responsible.

This nation continues to believe that if we don't talk about sex, sex will go away. We seem to forget that sex has been around a long time.

This nation has the highest rate of unwed pregnancies and the highest rate of abortion of any industrialized nation in the world. And that's because our children learn about sexuality from their peers, from rock music, from movies. Their "knowledge" doesn't come from responsible sources that would teach them appropriate ways of accepting and dealing with their sexuality.

Combine that with the fact that so many of our young people are trapped in poverty and encircled by hopelessness, and you have a prescription for tragedy.

So sex education is the remedy?
No. Sex education is necessary. But the real remedy is hope. Young people who have a sense of purpose, who have adult support, who are loved, who have self-esteem, who feel they have a future—these kids don't get into self-limiting and self-destructive behavior.

Like drugs?
Sure. A feeling of hopelessness—the feeling that the future holds only more hopelessness—is the prime source of acts of desperation, of what we normally call irresponsibility.

What's *really* irresponsible is cutting programs like Head Start and Chapter 1 that are designed to give children an early defense system against despair.

We need to enlarge that defense system, not dismantle it. We need—and I believe this will be the greatest challenge for educators during the next decade—to revolutionize preschool and early childhood education. We have to make that foundation firm.

And when we address that challenge, we better give as much attention to equity as to excellence. The whole host of education reports that have appeared almost totally neglect the equity issue. The recommendations in those reports won't end the hopelessness of children of poverty or of children in school districts that are poorly funded. The next wave of reform absolutely must give greater attention to issues of equity.

But in the meantime the despair is there. What can school employees do to help?
The single most important thing teachers can do is to teach well.

Children who do well in school, who experience success, who have good basic skills—they'll hang in there. If you're young and you're learning, if you're feeling good about yourself, feeling confident, you're less vulnerable.

Teachers have to teach well. They have to care. They have to be demanding.

I know that's tough. Teaching is difficult, frustrating, pressure-packed. But there are a remarkable number of teachers —and principals—who persevere. And in the schools where they work, the kids are learning! They're thriving. They're staying out of trouble. They have hope.

I know I don't have to tell you to be candid, but I'd really like to know what you think the NEA could be doing that it's not doing now.
I think NEA has to constantly remind members of why they decided to work in education. Make them remember the ideals and goals that brought them to working with children.

I can't think of anything NEA could do that's more important than telling members that no matter how tired they are, no matter how frazzled, no matter how unrewarded and underestimated, their mission is profoundly important.

I think NEA has to help members remember what made them choose to dedicate their careers to our nation's public schools. □

THE COMMERCIALIZATION...

BIG BUCKS IN LITTLE HANDS

American kids under age 18 spend more than $70 billion a year. They're loyal to London Fog rainwear by fifth grade. The older ones sell burgers to finance their $350 bikes. These energetic consumers are also our students.

A couple of years ago, "astute market research" discovered a niche for a heroic fantasy character aimed at children. The result, according to *Madison Avenue* magazine, was Mattel's He-Man and Masters of the Universe, the best-selling boys toy collection of all time.

There are now 1,000 Masters of the Universe licensed products—toys, clothing, accessories, syndicated cartoons. Retail sales total an astounding $1 billion a year—a billion dollars spent because of decisions made by children.

School-aged American kids have had a certain amount of spending authority for decades, ever since breakfast cereal companies figured out they could sell families their product by advertising it on kiddie radio programs.

But today's kids control the purchasing of a lot more than cornflakes. According to *Advertising Age*, "today's children enjoy greater independence, have more money to spend, and have more decision-making authority than any children in history."

The causes are both economic and demographic. Families, particularly two-earner ones, have more disposable income than ever. So do doting grandparents—and kids themselves. Some 60 percent of 12th graders are employed, taking home $275 a month; a teenager typically spends $50 of his or her own money per week.

All kids, especially those whose mothers work, have more authority to spend family money than they used to. *Advertising Age* reports that four in five teenage girls do family food shopping, spending more than $13 billion a year—enough so that food purveyors now design packaging to appeal to teenage grocery shoppers.

Manufacturers go after the kid dollar the same way they pursue the adult dollar. They create new products like He-Man or Transformers, or they diversify traditional ones—upstyling sneakers to black booties, eyeglasses to shades, for example—so that consumers will buy more of them than they would have otherwise. Kids learn to want the new products from TV advertising, store displays, or their peers.

Much of the action happens in shopping malls, which tend to be densely populated by teens—as salesclerks, shoppers, and hangers out. The market research firm Teen-Age Research Unlimited says teen girls spend four hours a week "shopping," but not necessarily buying. Recreational shopping has become a teenage way of life.

Kids are not merely consumers. We know them better as students. But is there a conflict between the two roles?

Some critics see today's kidmarket as a distraction from education—one that encourages materialism, anti-intellectualism, immediate gratification, and other qualities opposite to those that schools value. Marketing hype, so the theory goes, manipulates the kids of the 1980s into wanting "extra" items that didn't exist in the past.

So young children get toys all year long because toys are now marketed all year long, rather than mainly before the holidays. Children's TV programs even feature such toys as characters (*see box below*).

What's also new is that clothing demands—even down to the specific brand name label—are voiced at much younger ages than ever before. So an old-line shoe company like Stride Rite licenses the Strawberry Shortcake shoe. Mothers may know the Stride Rite label, but their six-year-old daughters have an independent loyalty to the doll.

Parents are under constant pressure to accede to demands that they buy the $60 Cabbage Patch Young Astronaut or the $75 skateboard the child insists on. But many parents help their youngsters learn to draw lines.

"When my six-year-old asks for $30 designer jeans," reports Maryland mother Kathy Williams, "I tell her Penney's own label is the same thing. We end up compromising on Lee, a brand that's halfway between in price."

Ask the kids themselves and you find evidence that despite their ultra-chic tastes, many have absorbed traditional notions of thrift. Ventura, Calif., middle school teacher John Weiss recently had his sixth graders write about "getting and spending."

"They get allowances," Weiss reports, "for which they're expected to do their share at home—mow lawns, wash cars, keep their rooms neat. Only their grandparents give them money just for existing.

"Most kids aren't responsible for buying their own clothing," Weiss adds, "but they save money for big purchases like stunt bikes or special outfits."

Encouraging saving is one way parents deflect pressure from their children to buy expensive or trendy items. As one mother of a New York teenager explains, "*I* won't pay $32 to buy him a shirt that says *Coca-Cola* on it; he'll have to use his own money."

Savings can also cut the other way, however, making it *more* difficult for parents to have control over what children—and especially teenagers—spend their money on.

The theory of kidmarket-as-distraction may be more on target at the high school than the lower grade levels, as older students have many more reasons to spend money. A major distraction is the work they do to earn that money.

"When I was in school, our job was to go to school," recalls English teacher Kathryn Hirose, president of the Auburn (Wash.) Education Association. "But for many of today's kids, school definitely comes second or third on their list of priorities."

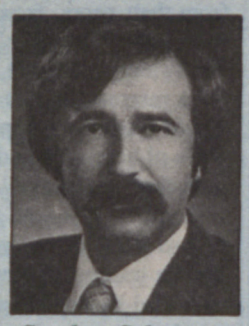
In *Selling Students Short*, a just-published critique of the American high school, Michael Sedlak and his co-authors—like other critical observers—charge that today's trend toward after-school and weekend employment negatively affects high schools in two ways.

First, they say, large numbers of juniors and seniors have left the school building for work by noon each day, leaving proportionately fewer students to enroll in rigorous advanced courses. Consequently, schools offer fewer of these courses than they would otherwise.

Second, *Selling Students Short* contends that teachers assign less homework and expect less reading and writing from *all* students because some have jobs.

School people, however, don't uniformly accept this interpretation. "Most kids who work 15 hours or less a week have no problem with schoolwork," argues suburban St. Louis, Mo., high school principal Don Hugo. "But when

The 'Kidvid' Debate



Stephen Schwartz

Anyone who's caught much Saturday morning or weekday afternoon kids' TV lately will have noticed a slew of what are politely termed 'product-oriented theme shows' (or impolitely, 30-minute commercials for brand-name toys).

There are now cartoon series that bring *ThunderCats*, *Care Bears*, and other toy creatures to life—and inspire the nation's 35 million 2- to 11-year-olds to ask for more of the toys and their related products.

Stephen Schwartz, senior vice-president for marketing at Hasbro Inc., which makes *My Little Pony* and *Mr. Potato Head*, offers no apologies for toy spin-off shows. His company licenses its products to producers of three top-rated shows of this kind: *G.I. Joe*, *JEM*, and *Transformers*.

"Kids know the difference between commercials and TV shows built around toy products," Schwartz claims. "A good show can't sell a bad product; a bad show won't sell a good one."

Not everyone is so sure. Association member Pat Siddall, a voc-tech high school English instructor in Charlton, Mass., contends that parents assume that toy companies' very success must means they care about quality. "So we trust them to bring quality TV programs to kids," she says. "These product-oriented shows betray that trust. Thirty-minute ads can't be high-quality programming."

Siddall asked her son Michael, 12, a former watcher of toy spin-off programs, what he remembered about them.

"He told me, 'They just have those shows for marketing and nothing else,'" she reports. After watching the shows, "kids seem to play with the toys the way they did on the program," Siddall adds. "This limits creativity. Toy companies not only dictate what toys children buy, but how they play with them as well."

Pat Siddall

...OF THE AMERICAN CHILD

they work 20 or 25 hours, their grades fall, and that means they're enslaved to something—which invariably turns out to be a car. Given operating, insurance, and maintenance costs, holding a job is the only way to keep a car going."

Some observers even think young people are *less* well off today than in the past. Journalism teacher Jon Virden of Bethesda-Chevy Chase (Md.) High School points out that times are tougher for kids today because a key ratio—the one between the cost of two movie tickets and an hour's pay—has turned against them.

"When I was in high school over 25 years ago," Virden recalls, "I could earn the cost of two tickets in a little over an hour working as a grocery clerk. Kids working in fast food places today have to work almost three times as long."

The process of earning money and acquiring goods can divert young people from the lessons of growing up, some teachers and counselors suggest.

"Kids today spend the money they earn on *themselves*," notes Danbury (Conn.) High School guidance counselor Ed Walsh. "They're not putting it in the family pot as we did when we were their age."

Teens' freedom to spend what they earn solely to satisfy their own wants leads to what's been tagged "premature affluence"—the ability to wear Ralph Lauren shirts and Reebok shoes, and to wheel around on a $350 custom-designed bike—all because mom and dad don't charge for rent and utilities.

This premature affluence, Walsh speculates, may help explain the current phenomenon of young adults in their 20s who won't move out of their parents' homes.

"Maybe these kids don't believe they can ever earn enough money to support the standard of living they're used to," he suggests.

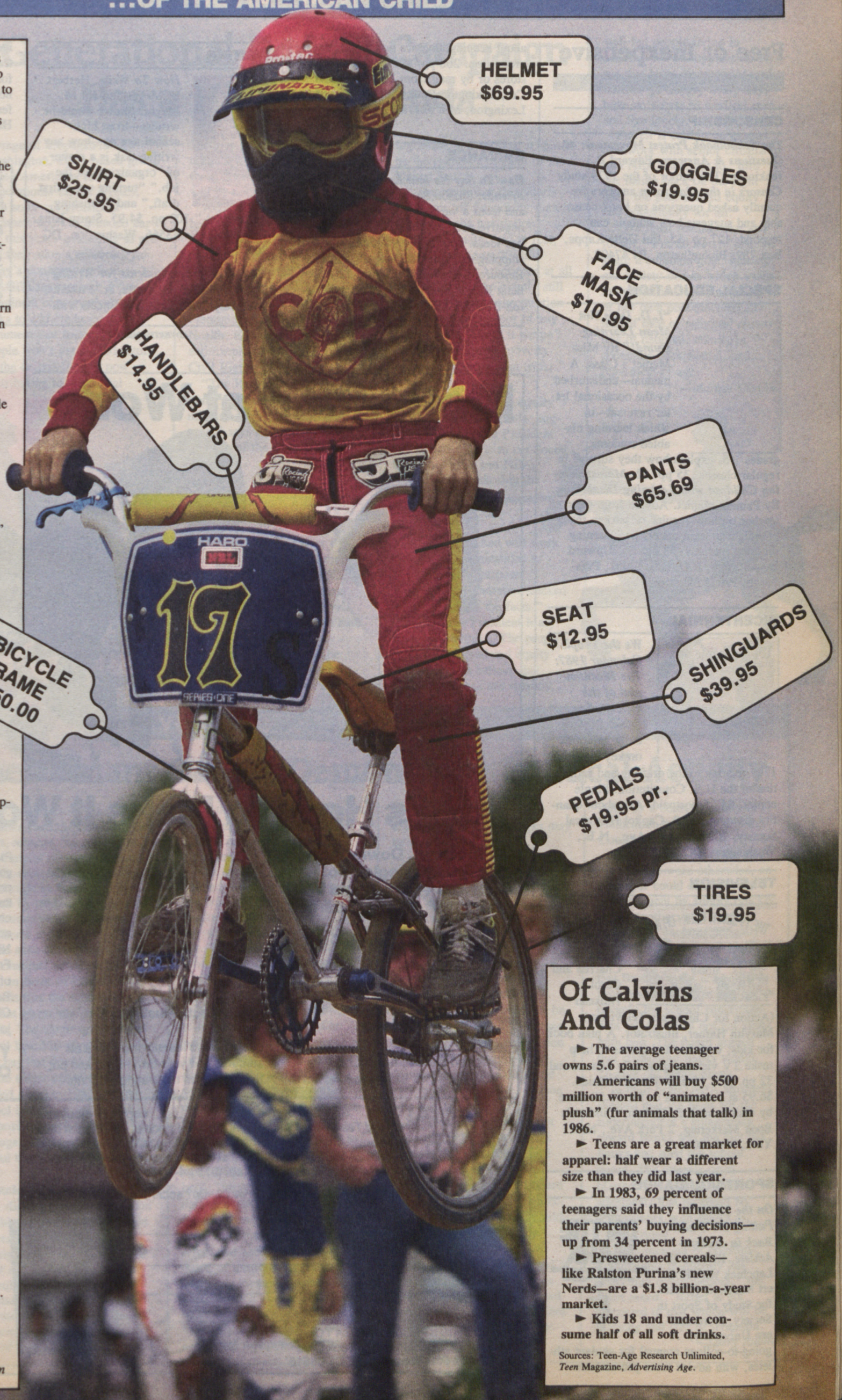
If some American youth are becoming permanent spoiled children, many are not. They manage to resist the pressures of the kidmarket and learn *not* to spend every available cent on consumer goods. Dan Goldman, 17, a senior at Maryland's Bethesda-Chevy Chase High, points out that student friendships tend to reinforce spending—or nonspending—habits.

"If jeans and a few shirts are enough for you," Goldman says, "your friends probably won't be people who spend a lot on clothes."

How much *should* anyone spend on clothes? Obviously that's a question on which perfectly sensible people will differ. Anyone looking for an all-inclusive guideline for answering it could listen to one of John Weiss's sixth graders describe his family's economic goals: "To give everyone the things they need and some of the things they want."

But even this is no final answer. Key questions—how to define "need" and how much is "some"—remain open. Children and teenagers need guidance from their parents—and to some extent their teachers—in learning how to answer them.

—Nancy R. Needham



Of Calvins And Colas

► **The average teenager owns 5.6 pairs of jeans.**

► **Americans will buy $500 million worth of "animated plush" (fur animals that talk) in 1986.**

► **Teens are a great market for apparel: half wear a different size than they did last year.**

► **In 1983, 69 percent of teenagers said they influence their parents' buying decisions—up from 34 percent in 1973.**

► **Presweetened cereals—like Ralston Purina's new Nerds—are a $1.8 billion-a-year market.**

► **Kids 18 and under consume half of all soft drinks.**

Sources: Teen-Age Research Unlimited, *Teen* Magazine, *Advertising Age*.

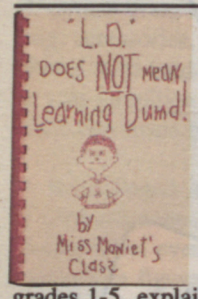
RESOURCES

Free or Inexpensive

CENSORSHIP

The Schoolbook Protest Movement: 40 Questions & Answers. Edward B. Jenkinson. The author of the 1979 study *Censors in the Classroom* answers frequently asked questions on book censorship and suggests how schools can respond. 127 pp. $5. Phi Delta Kappa, Box 789, Bloomington, IN 47402.

SPECIAL EDUCATION

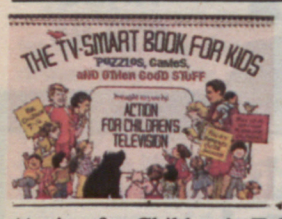


"L.D. Does* Not *Mean Learning Dumd!" By Miss Maniet's Class. A manual—undisturbed by the occasional letter reversal—in which learning disabled students, grades 1-5, explain how they survive in regular classes. 35 pp. $2. ***Mainstreaming Children with Learning Disabilities.*** By Pamela Maniet. Advice from their teacher on how regular classroom teachers might present material to learning disabled students. 38 pp. $4. Upward Bound Press, P.O. Box 13031, Pittsburgh, PA 15243.

BICENTENNIAL

We the People Calendar 1987: The Bicentennial of the Constitution Issue. Provides daily notations on key events in 1787 relating to the drafting and ratification of the U.S. Constitution. Single copies, $4.25 postpaid. Ask about quantity discounts. U.S. Capitol Historical Society, 200 Maryland Ave., N.E., Washington, DC 20002.

TELEVISION



The TV-Smart Book for Kids. Peggy Charren and Carol Hulszier (Action for Children's Television); Marylin Hafner, illustrator. A plan book for kids, with fun and games to help make TV viewing genuinely educational. 32 pp. plus 16-page Parents' Guide. $6.95 at bookstores or for $1.50 more by mail from E.P. Dutton, Children's Book Marketing, 2 Park Ave., New York, NY 10016.

SPORTS/GUIDANCE

On the Mark: Putting the Student Back in Student-Athlete. Richard E. Lapchick with Robert Malekoff (Center for Study of Sport in Society, Northeastern University). A going-to-college manual for student athletes, with advice from pro athletes about keeping athletics and academics in proportion. 208 pp. $9.95. At bookstores or by mail from DC Heath and Co., Lexington Books, 125 Spring St., Lexington, MA 02173.

GUIDANCE

How To Say No and Keep Your Friends. Sharon Scott. Gives preteens and teens a variety of ways to "reverse negative peer pressure," i.e., say no to bad ideas. 100 pp. $4.95 plus $1.50 shipping and handling prepaid. Human Resource Development Press, 22 Amherst Rd., Amherst, MA 01002 (or call toll-free 800/822-2801).

WRITING

How To Write. Herbert E. Meyer and Jill M. Meyer. Shows would-be writers—from high-school-age up—how any writing task is a matter of "organizing for the job," "turning out a first draft," and "polishing the product." 102 pp. $4.95. Storm King Press, P.O. Box 3566, Washington, DC 20007.

How To Prepare Students for Writing Tests. Frederick B. Tuttle, Jr. Presents secondary teachers in all subjects with ideas, information, and strategies for teaching writing and preparing students for being tested in writing. 64 pp. Stock no. 1532-0-00-D. $7.95. NEA Professional Library, P.O. Box 509, West Haven, CT 06516. □

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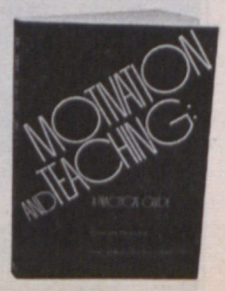

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YOU AND YOUR RETIREMENT

'Generational Equity' Campaign Has a Hidden Agenda

The reading public has been deluged recently with newspaper and magazine articles alleging that conflict is simmering between younger and older Americans.

Under such headlines as "Today's Elderly vs. Tomorrow's" and "The Coming Conflict As We Soak the Young To Enrich the Old," the message is that different generations of Americans are at odds over federal spending. The charge is that today's elderly, through Social Security and other programs, are draining off fiscal resources needed more urgently for other purposes—and other constituencies.

Public opinion surveys have revealed no evidence that different generations of Americans feel pitted against one another, yet the campaign to convince us that generational warfare is on the horizon seems to be in full swing.

Who's behind this sudden barrage of propaganda? A Washington, D.C.–based group called Americans for Generational Equity (AGE), with some congressional membership, was founded earlier this year—ostensibly to protect the nation's resources for today's younger workers.

AGE uses research from prominent conservative think tanks to add credence to its argument that today's young people won't get a good return on the dollars they're now contributing to the Social Security system. By the time today's younger workers retire, these doomsayers claim, there will be nothing left.

AGE wants Americans to believe that Social Security is responsible for the federal deficit. But programs for the elderly have virtually no relationship to the mounting deficit, points out Arthur Flemming, former secretary of Health, Education, and Welfare and former chair of the U.S. Civil Rights Commission.

"The Reagan Administration's tax cuts and massive military spending are the culprits," says Flemming, now co-chair of the Save Our Security Coalition.

"While presiding over the creation of the largest deficits in history," Flemming adds, "the President has also managed to reduce funding levels for education, child health care, and family assistance programs. If anyone should be held responsible for generational inequities, or for burdening future generations, it should be the current President of the United States.

"The myth that the elderly are better off financially than the rest of the population should be finally laid to rest," Flemming asserts. "While there are older Americans at all income levels, the elderly still have the highest concentration of poor and near-poor of any adult group. And if it weren't for Social Security, poverty rates would more than triple."

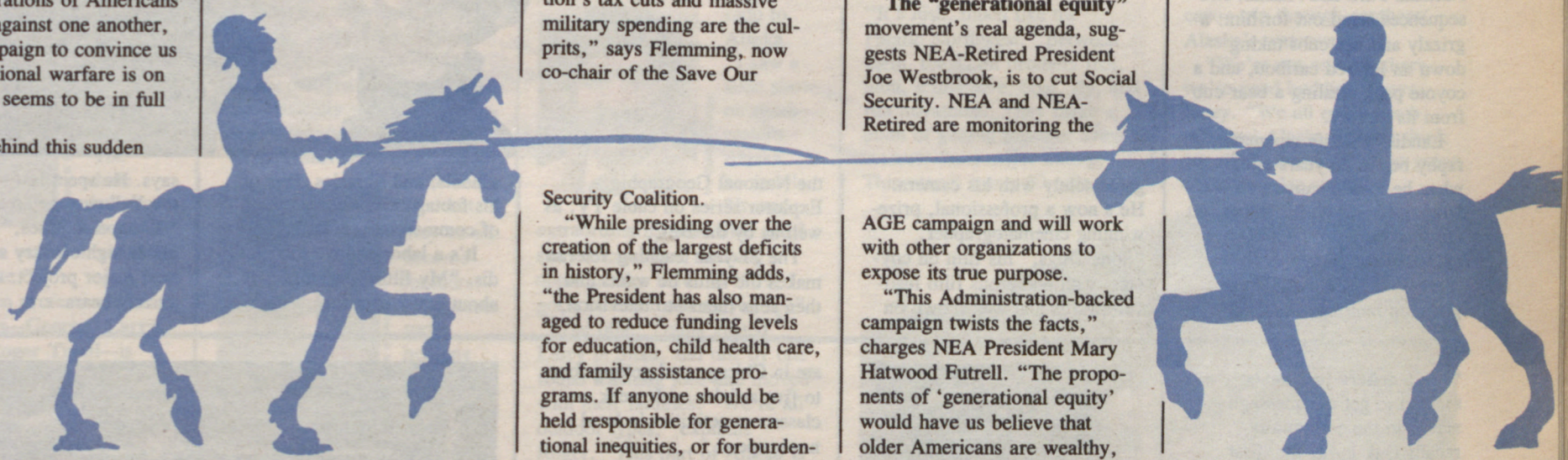
The "generational equity" movement's real agenda, suggests NEA-Retired President Joe Westbrook, is to cut Social Security. NEA and NEA-Retired are monitoring the AGE campaign and will work with other organizations to expose its true purpose.

"This Administration-backed campaign twists the facts," charges NEA President Mary Hatwood Futrell. "The proponents of 'generational equity' would have us believe that older Americans are wealthy, well-fed people living in condos. We're supposed to forget that large members of senior citizens go hungry every day, have no access to medical care, and live lonely, isolated lives."

Futrell is calling on groups that work with senior citizens to join NEA's attempt to "turn our nation back on the right path, the path toward equity and opportunity for all."

"We must realize once and for all," Futrell says, "that we share a common goal: making our society one in which every individual is free to reach his or her own potential—regardless of race or religion, regardless of national, ethnic, or economic background, and regardless of age."

—Marian Clayton



YOU AND THE LAW

Court Reinstates Truant Officer Demoted for Political Activity

A recent ruling by the Sixth U.S. Circuit Court of Appeals gives school employees everywhere a reason to take courage in exercising their constitutional free speech right to oppose school board members who run for reelection.

The case involves Billy K. Banks of Kentucky—one of close to 23,000 NEA members around the nation this year to challenge adverse employment actions with help from their state and national Associations under the NEA Unified Legal Services Program.

The Banks case began back in 1981, when one of two "director of student personnel" (truant officer) positions in the Letcher County, Ky., school system was abolished because of a funding cut. Banks had held this position for five years. For over 15 years before that he'd been a teacher and administrator in the county.

The school board demoted Banks to a lower-paid job and transferred him to the rural Kingdom Come Elementary School, some 17 miles from his home, over narrow winding roads.

Banks sued the board in state court, arguing that his demotion and transfer were in retaliation for his exercising his constitutional right to freedom of speech by campaigning against an incumbent school board member's reelection in 1980.

The state court didn't decide the constitutional issue but ruled in favor of Banks on the grounds that the school board had not given him sufficient notice. The Court ordered the school board to give Banks all back pay lost due to the demotion.

The truant officer's job was funded again in 1982, but the school board refused to give the position back to Banks, who had again campaigned against a school board member.

Banks took the case to the U.S. district court, which ruled that his political activities were the reason he had not been reassigned to the position. The court awarded Banks $6,000 but still refused to order his reinstatement, saying, in effect, that the monetary award was sufficient remedy for the violation of his rights.

So the NEA Legal Services Program took the case to the federal court of appeals in Cincinnati.

The appeals court has now handed down its ruling, agreeing with NEA's position that Banks should be reassigned to his original job as truant officer. The court said it wanted to send a message to all employees that their constitutional rights are safeguarded.

"If the employer is allowed to redress his violation of an employee's first amendment rights through mere money damages," the appeals court wrote, "the message to other employees is that they may lose their jobs if they speak out against their employer or, as in the present case, campaign against incumbent board members. The prospect of money damages will not be sufficient for many employees to overcome the otherwise chilling effect that accompanies the threat of termination. Moreover, employment, especially in a career such as education, is more than a way to make money; it is a profession with significant nonmonetary rewards. For such professionals, money damages may be a hollow victory."

The court also accepted arguments by Banks and the NEA against two positions commonly used by school boards to justify not giving jobs back to employees who have been unfairly dismissed, demoted, or reassigned.

First, the school board argued that Banks could not be given back his old job because someone else had already been hired to fill it. Reassigning Banks, the board said, would violate the rights of the person who had replaced him.

NEA attorneys pointed out that the replacement was not necessarily an innocent third party. He had actively supported incumbent school board members during the 1982 election, and his being hired could be viewed as a reward for loyalty.

The appeals court repeated a rule established in a previous case: "The fact that the school board has already hired another to fill that vacancy obviously cannot prevent appropriate relief by a court of equity in vindication of the law and the Constitution."

Furthermore, the court said, "If the rule were otherwise, an employer could easily avoid reinstatement by simply quickly hiring another individual to replace the unconstitutionally discharged or demoted plaintiff."

The school board also argued that Banks should not be given back his job as truant officer because the school superintendent felt he could not get along with him. The board argued that reinstating Banks would "revive old antagonisms."

In their brief, NEA attorneys showed that the basis for the superintendent's antagonism toward Banks was the fact that Banks had sued the school board. The appeals court blasted the superintendent's statements that he could no longer work with Banks as "self-serving."

"Enforcement of constitutional rights frequently has disturbing consequences," the court noted. "Relief is not restricted to that which will be pleasing and free of irritation."

—Larry Rubin

People

Larry Mayer

"I like watching animal behavior," says **Bob Landis**. "And I really enjoy the challenge of trying to record it on film."

That's precisely how the Billings (Mont.) High School math teacher spends weekends and vacations—standing behind a camera, watching animals, waiting for the right moment to roll the film.

Those moments make the waiting worthwhile. Out of the thousands of feet of film Landis has shot in Yellowstone National Park and Alaska, two sequences stand out for him: a grizzly and her cubs taking down an injured caribou, and a coyote pack stealing a bear cub from its mother.

Landis' wildlife cinematography began 25 years ago, when he took a camera on hunting trips with his father, an amateur filmmaker, in his native Wisconsin.

By 1972, Bob Landis had given up hunting—stalking game solely with his camera. He's now a professional, prize-winning cinematographer. "Song Dogs," his film on coyotes, won numerous film festival awards and was shown on the National Geographic Explorer series on cable TV, as well as by the BBC.

The 21-year teaching veteran makes the films he wants and then sells them—to television, schools, and libraries. Bits of his footage also become parts of commercial movies.

It's a labor of love for Landis. "My films' earnings just about cover expenses," he says. He spent last summer in the Yellowstone area, finishing "Trumpeter Blues," a film about high country swans. His next major project: a film on grizzly bears. □

"We teachers just never seemed to get our message across to the community," recalls Oak Park, Ill., first grade teacher **Bette Wilson-Schlorf**, "so I decided what we really needed was a PR person. That's me."

Wilson-Schlorf, a veteran of 30 years in the classroom, not only became Oak Park teachers' number one advocate but also persuaded the school board to pay her regular teacher's salary while she does public relations work for the district four hours every afternoon. She teaches in the mornings at Horace Mann Elementary.

Joe Di Dio

In just one year since Wilson-Schlorf's held the PR job, she's garnered a wealth of positive publicity for Oak Park teachers—getting their projects covered on the CBS-TV affiliate in Chicago and getting four to five articles each week on classroom activities in local newspapers.

And Wilson-Schlorf's just finished spearheading Oak Park's participation in an exchange program—an every-other-year project in which Oak Park hosts representatives of cities across the United States.

"Our goal in Oak Park is to maintain racial diversity in the community," Wilson-Schlorf says, "and we meet with representatives from cities whose goal is the same as ours. We deal with everything from stronger support of civil rights to how to prevent crime." □

Greg Holden

When Georgia Tech decided to find a full-time coach for the kickers, snappers, and punters on the football team, it seemed natural for head coach Bill Curry to turn to NEA member **Carol White.** And to White, a media specialist and high school varsity football coach on leave from the Dougherty County school system, it seemed natural to take on the job.

White, a nearly straight-A Ph.D. candidate in the Georgia Tech College of Management, had figured out how coaching and management fit together.

"There's a scientific approach to decision-making—you gather data as in a field experiment, then make decisions about staffing and policy," White explains. "Coaching athletics is like chess or anything else with lots of variables. It's a matter of choosing which moves to make on the field."

As White became interested in athletic decision-making, she questioned coaches, watched films, and went to the Atlanta Falcons' training camp to watch, take notes, and learn.

"The Falcons' coaches were surprised to find I could reproduce the day's game plan without hearing the instructions," says White, the only woman in history to become a member of the American Football Coaches Association.

And how do male college football players react to a 38-year-old female coach?

"Carol is one of the most thorough kicking coaches I've ever known," says All-Atlantic Coast Conference kicker David Bell. "She's used film and constant evaluation to analyze our kickers and help them correct their flaws." □

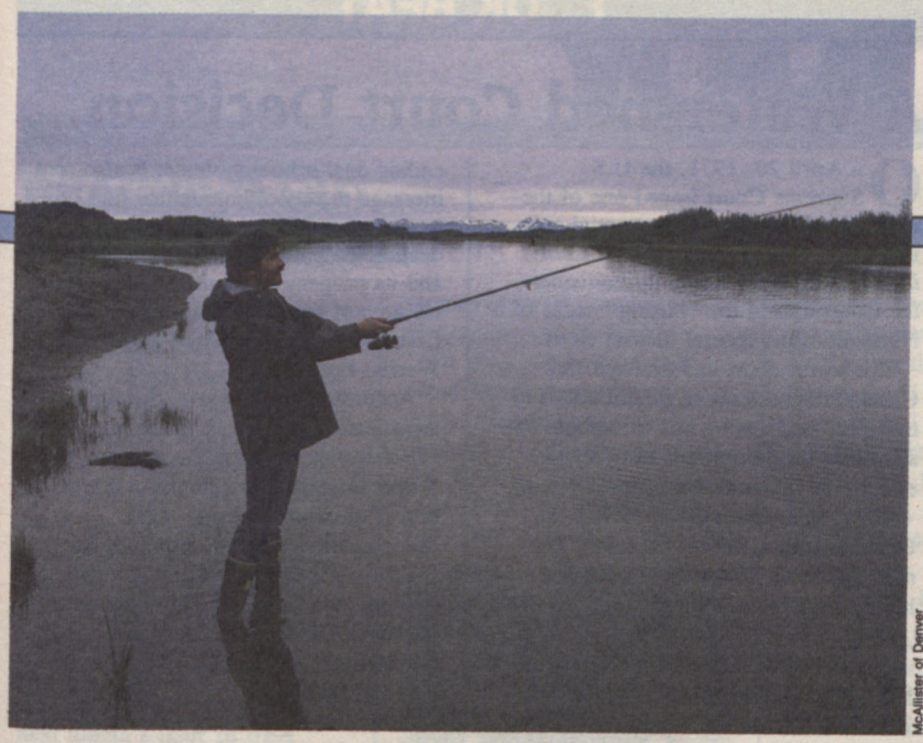
Bill Waugh

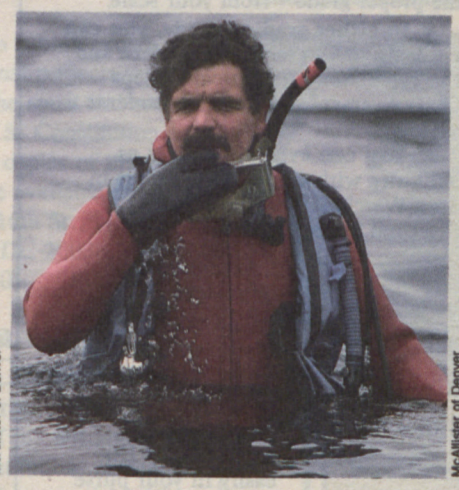
"It's the perfect place to learn firsthand about nature and the importance of protecting our environment," says biology teacher **Jerry Kallas** of the 35 acres of untamed land adjoining his school, Bellbrook (Ohio) High.

The outdoor classroom, some 35 miles southeast of Dayton, has everything Kallas wants for his students: a variety of animal life, including fox and deer, some 60 species of birds, and plenty of room to explore.

Kallas' concern that we're gradually destroying the earth's environment led him to develop and teach a high school course in ornithology for the past four years. This fall, for the first time, he's involving the district's elementary students, taking them on nature trips twice each week.

"People don't seem to care about saving the environment for themselves," notes Kallas. "But often when they become familiar with wild animals and birds, they'll fight to save the habitats these creatures need to survive." □





McAllister of Denver

McAllister of Denver

McAllister of Denver

"I suppose it is unusual," admits Larry Trani. "The whole clan chose one profession—then we all moved to the same state."

The chosen profession of the four brothers—**George, Larry, Tom,** and **Roger Trani**—is teaching. The state is Alaska, where all four are activists in NEA-Alaska.

George, the oldest (*top row, right*), teaches architectural drawing and drafting in Juneau. Larry, the second oldest (*top row, center*), is a first grade teacher in Sitka.

Both Roger (*top row, left*) and Tom (*with plane, right*) live in Cordova. Tom teaches power mechanics and graphic arts; Roger, the youngest Trani, is a biology and physics teacher.

"George started our move to teaching," says Tom. "He enrolled in a teachers' college and encouraged Larry to join him. Basically we all followed in each others' footsteps."

The Tranis find some amusement in the fact that they've all become teachers. "We were such hellions when we were in school," explains Larry. "We were typical of what happens when you have four brothers, spaced about two years apart, with all their rivalries, following each other through the same schools.

McAllister of Denver

"But the fact that we were rambunctious helps us keep a step ahead of our students now," he adds.

Larry started the Trani exodus from their native Colorado to Alaska. "I saw a slide show on southeastern Alaska," he recalls. "It was extraordinarily beautiful, and I started looking at teaching opportunities here. In 1969, I got a contract and moved up."

McAllister of Denver

The other Tranis visited Larry in Sitka, and one by one found teaching jobs and moved with their families. "We're all outdoor types," explains Roger. "This part of Alaska is perfect for us."

McAllister of Denver

"Southeastern Alaska doesn't fit most people's stereotype of the state," says Larry. "It's lush, much like the Pacific Northwest." Between them, the Trani brothers fish, hunt, scuba dive, boat, fly, and run marathons. They make a point of getting together every summer for a major outing. This year it was a 50-mile canoe trip through southeast Alaska's waterways.

"We're not only brothers, we're good buddies," says Larry. "We all enjoy teaching—and Alaska. I don't think any of us are planning on going anywhere else soon." □

McAllister of Denver

Doug Koontz

An elementary music teacher and Association activist from southern Virginia has spent the past year writing, reviewing, and approving hundreds of test questions—but his students needn't fear.

Leon Chestnut was the only public school teacher on the 1986 Committee of Examiners for the "professional knowledge" portion of the National Teachers Exam (NTE)—the test 25 states use to screen prospective teachers. The Educational Testing Service (ETS) of Princeton, N.J., named Chestnut to the six-member panel on NEA's recommendation.

President of the Halifax-South Boston Education Association, Chestnut teaches at Clover and Sinai Elementary Schools in Halifax County. The other five NTE examiners were college professors and school administrators.

The questions Chestnut and the others submitted will be field-tested over the next three years. Whether or not any of the questions he wrote eventually appear on the NTE is irrelevant, Chestnut says.

"I was there to point out where things were purely academic and might not actually work in the classroom," he explains. "I'm sure I made an impact. I'm pretty verbal." □

Teacher...former president of the Washington Education Association and the Seattle Teachers Association...member of the next U.S. Congress?

Reese Lindquist handily defeated two opponents in the mid-September Democratic primary in Washington's First Congressional District. The tougher challenge ahead—defeating Republican Congressman John Miller in the general election November 4—is made easier by the incumbent's voting record.

"His record doesn't reflect the First District," says Lindquist. "Voters here in the metropolitan Seattle area do not support massive cuts in domestic spending, budget-busting military appropriations, aid to the contras in Nicaragua, or anti-environmental votes."

As he campaigned throughout the district this summer and fall, Lindquist found Miller's vote for contra aid to be the biggest issue for many voters.

Bill Davidson

"Citizens of this district deserve a representative who keeps in touch with them," Lindquist says, "one who listens to their opinions."

Washington State politicians consider that Lindquist has a strong shot at the First District seat, even though it hasn't been held by a Democrat since 1952.

The former high school football all-star's lifelong residence in the district, his 16 years teaching U.S. history and coaching football there, and his Association leadership have helped him wage a strong campaign. So have the many Seattle area school employees who have joined his campaign as volunteers.

Lindquist's biggest problem is funds. As any challenger knows, it's impossible to match the campaign spending of a well financed incumbent.

"But I have no question," says Lindquist, "that we'll win this election—as long as we have sufficient funds." □

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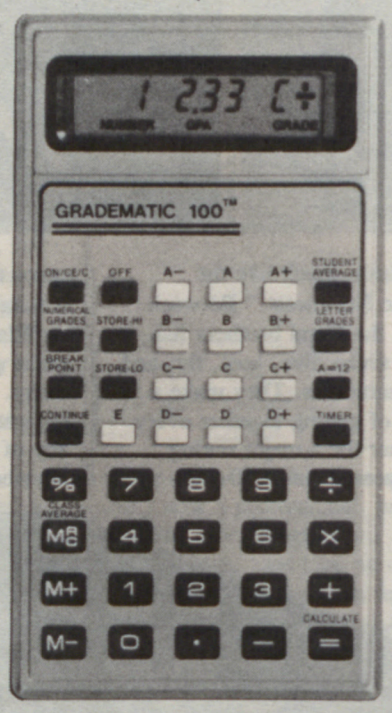

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BOOK BEAT

A Watershed Court Decision...

On April 20, 1971, the U.S. Supreme Court issued one of the most significant and controversial opinions in its history. In *Swann v. Charlotte-Mecklenberg Board of Education*, the Court upheld the "busing" order of a North Carolina federal district court.

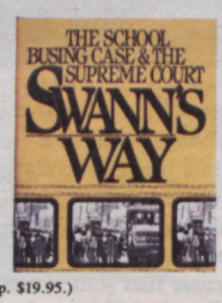
The lower court had directed the Charlotte-Mecklenberg school board to transport students by bus to schools outside their neighborhoods in order to effectively integrate the school system.

Now, in *Swann's Way*, New York University Law School professor Bernard Schwartz has written a detailed, highly readable account of the convoluted path taken by the Supreme Court as it attempted to fashion a decision that both accommodated the Justices' divergent views and maintained the unanimity the Court had made traditional in its school desegregation decisions since *Brown v. Board of Education* in 1954.

SWANN'S WAY: THE SCHOOL BUSING CASE AND THE SUPREME COURT

by Bernard Schwartz

(Oxford University Press. 245 pp. $19.95.)



Today *Swann* is popularly referred to as the "busing" case. But it did more than simply approve busing as a tool for ending dual school systems. It also sent a message to school boards that had failed to end segregation in their schools—despite the pronouncements of *Brown* and its progeny—that they could expect no support for dilatory tactics from the Court under its new Chief Justice, Warren Burger.

According to Schwartz, *Swann's* significance also lay in the failure of the Chief Justice to shape the decision to reflect his own more limited view of the power of courts to bring about desegregation. Indeed, although Burger is listed as the author of the Court's opinion, the language and outcome of the *Swann* decision reflect more the input of Justices Brennan, Douglas, Stewart, and Harlan.

In the words of one Justice regarding the Chief Justice: "He tried to take over the Court. He didn't succeed and never tried this blatantly again."

NEA members in general—and social studies teachers in particular—will find fascinating Schwartz's behind-the-scenes glimpses of the maneuvering by various Justices to have their views incorporated into the final opinion.

Indeed, as Schwartz observes, these lobbying tactics ultimately led to the fuzziness of language that prevented *Swann* from being as forceful an attack on racial discrimination as some Justices had hoped it would be.

Reviewed by Richard B. Wilkof, staff counsel/attorney, NEA Office of General Counsel, Washington, D.C.

...And a Daily Balancing Act

Dee Ann Spencer writes for all women teachers who have ever felt role conflict in their lives (if they can get to a university library to read this $35 monograph)!

The author is a former public school teacher, now on the faculty of Central Missouri State University. She accepts the characterization of teaching as a "quasi-profession" because of the low pay and lack of control over the workplace. This is the source, she says, of role conflict over what's expected and what's possible.

CONTEMPORARY WOMEN TEACHERS: BALANCING SCHOOL AND HOME

by Dee Ann Spencer

(Longman, 200 pp. $34.95.)

That conflict is worse for women teachers, Spencer believes. At school they're supposed to be both "professional" and "submissive" to male administrators, for instance. But it's at home, she says, that women teachers find their major conflicts.

To investigate this theme, Spencer interviewed a cross-section of 50 women teachers, making in-depth case studies of eight of them. She chose women because they make up two-thirds of all teachers and because they have been blamed (inaccurately, according to Spencer) for the profession's low status.

Six of the eight had financial difficulties that affected their ability to balance home and school demands. Seven failed to cope adequately with stress. (From my knowledge of women colleagues, this seems a disproportionately high figure.) Only one teacher was totally able to compartmentalize—that is, attend satisfactorily to both school and home roles. She had no children, a supportive husband, and financial security.

I do want teachers to read this book. Not because I accept the thesis that ours is a quasi-profession or because I think we lack coping skills, but because I believe we are a profession and should begin behaving like professionals.

Spencer finds that teachers who are unionized are much more hopeful about change than those who aren't. She also finds that teachers in regions with higher expenditures on education are more likely to make positive remarks about student achievement than those in low-spending regions. She suggests further research to determine whether it's the teachers or the students who are different.

Whatever the outcome, this book presents us with reasons for taking charge of our professional futures. □

Reviewed by Bea Poe, first grade teacher, Sombra del Monte Elementary, Albuquerque, N. Mex.; president, NEA-Albuquerque.

Your NEA

REACHING OUT

Confused About New Tax Law?

The tax reform law passed this fall ushers in the most sweeping tax changes in many decades. NEA's Government Relations, Special Services, and Research staffs are now working on a special guide that highlights and clarifies those sections of the new law that may have particular impact on the nation's educators.

Watch for this tax guide in next month's issue of *NEA Today*.

Honoring Volunteers

School volunteers provide services worth more than $900 million a year, according to the National School Volunteer Program (NSVP). Today's volunteers are drawn not only from parents but from business, community organizations, and other groups.

NEA is a cosponsor of a nationwide celebration honoring school volunteers on Wednesday, November 12. Among events planned are a national gala at historic Ford's Theater in Washington, D.C., and a 30-minute TV special on cable TV's Learning Channel. The broadcast, hosted by Sandy Duncan and Don Correia, will feature NSVP chair Barbara Bush, Education Secretary William Bennett, and NEA President Mary Hatwood Futrell.

For information on organizing a mini-celebration honoring your own school volunteers, contact the National School Volunteer Program, Inc., 701 N. Fairfax St., Suite 320, Alexandria, VA 22314 (800/992-NSVP).

Need a TDA?

How do you go about selecting the tax-deferred annuity that's best for you?

A new NEA study can help. It includes information on 66 investment products currently sponsored by 52 insurance companies and one trust.

To get a copy of the 1986 *Fixed Tax-Deferred Annuity Study*, send $20 (to cover production costs) to NEA Special Services Response Center, Dept. TDA, 51 Monroe St., Suite 200, Rockville, MD 20850.

NEA Print Ads Urge Smaller Classes

"Overcrowded classes. Where bigger isn't better."

That's the headline on an eye-catching full-page advertisement NEA ran this fall in *USA Today* and seven national magazines.

The ad stresses the Association's longstanding commitment to smaller classes—especially at the elementary level, those all-important years that often determine a student's later success or failure.

Celebrating the Constitution's Bicentennial...

The Hilda Maehling Fellowship Program, administered by NEA's National Foundation for the Improvement of Education, has announced a special focus for 1987-88 fellowships: celebration of the bicentennial of the U.S. Constitution.

Although the Hilda Maehling guidelines (published in the Sept. 29 issue of the *NEA NOW* newsletter for Association leaders) don't specifically address this emphasis, applicants are encouraged to submit proposals for instructional projects that incorporate the spirit and content of the U.S. Constitution.

Additional copies of the guidelines are available from NFIE, 1201 16th St., N.W., Washington, DC 20036 (202/822-7840).

...With a New Writing Contest

To commemorate the 200th anniversary of the writing of the U.S. Constitution, students in grades 9-12 (or aged 14-18) are invited to enter a writing competition. Cosponsored by the Commission on the Bicentennial of the U.S. Constitution, the American Bar Association, and *USA Today*/Gannett Co., the contest requires entrants to write on the topic "The Constitution: How Does the Separation of Powers Help Make It Work?"

The author of each state's winning composition will receive $1,000 and a trip to Washington, D.C., to meet the President, the Chief Justice, and leaders of Congress. The one composition judged to be the nation's best will earn its author $10,000.

Entry deadline is April 15, 1987. For details write to National Bicentennial Writing Competition, Commission on the Bicentennial of the U.S. Constitution, P.O. Box 50184, Washington, DC 20004-0184.

Life Members: Write Now

The 1986 *Proceedings of the Representative Assembly* will be mailed in January to any NEA life member who wants a copy.

To get the *Proceedings*, simply clip your mailing label from the front of *NEA Today* and send it with your request to NEA Membership Records, 1201 16th St., N.W., Washington, DC 20036, no later than December 8. □

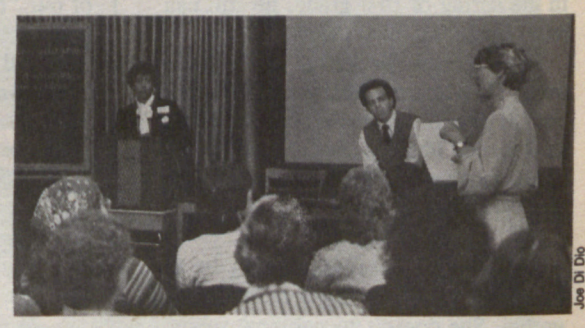
LOOKING BACK

David Kohl

► **Ohio sixth grade teacher Holly Ross** Rice (People, June 1985) continues her winning ways. The Wyoming (Ohio) Middle School teacher, who took first place in the 1985 NEA National Student Teaching Competition, has now been named one of the nation's outstanding first-year teachers.

This latest honor comes from Sallie Mae, the Student Loan Marketing Association, which selects 100 top new teachers each year. Along with the distinction, each winner receives an award of $1,000.

Rice used part of her prize winnings to pay off an undergraduate loan; the rest went for tuition at Miami University in Ohio, where she's currently working for a master's degree.


Joe Di Dio

► **School** employees in Maryland's Montgomery County are reaping rewards from a community outreach program begun last year by their local Association to show taxpayers the connection between quality education and teachers' working conditions (Local Look, March 1986).

Teachers started the school year with a 6 percent across-the-board pay raise—2.3 percent more than was called for in the three-year contract negotiated in 1984. The new agreement between the Montgomery County Education Association and the school board calls for a collapsing of the salary schedule to enable teachers to reach the top step after 18 years instead of the former 26.

"The board originally proposed a pay hike for beginning teachers only," notes MCEA President Mark Simon. "But because our community allies believe that our concern for nonsalary issues like class size and professional development is genuine, they supported a salary increase for all. Without community outreach, I'm not sure that same level of trust would have been there."

AMPIX Photography

► **Durham, N.C. high school English** teacher Eddie Davis, who visited Tanzania last year with a Raleigh TV camera crew (People, March 1986), has since helped develop a curriculum guide on this impoverished East African nation. The guide, cowritten by several teachers to accompany a WRAL-TV series on Tanzania, includes lessons in geography, government, and art for grades K-6.

Davis reports that the TV station's project to help Tanzanians is going well. Three WRAL staff members personally delivered contributions from the Raleigh-Durham area to needy Tanzanians recently.

"They tell me one teacher got a globe of the earth for the first time," reports Davis. "And they brought back a present for me—a sketch of myself that a Tanzanian student had drawn from memory."

MAKING NEWS

Massachusetts has become one of the first states to probe the impact of reforms suggested by the Carnegie Task Force on Teaching as a Profession. Representing NEA at the first of six Massachusetts Department of Education forums on "The Conditions of Teachers: Teachers Speak Out" was Executive Director Don Cameron.

Fred Mirtiani

► **University of Massachusetts** sociology professor Philip Hart and his wife, Tanya, have completed their documentary film about America's early Black aviators (People, March 1985). The production, "Flyers in Search of a Dream," debuted on Boston public broadcasting station WGBH, to rave reviews. The documentary will be broadcast nationally over PBS in February.

Hart's writing efforts on behalf of pioneer Black aviators continue. Now he's working on a dramatic adaptation of the story.

Fred Mirtiani

SOUNDING BOARD

'Disaffected' Students: We Can Help Them

by Walt Lidman

Alienation from school occurs most often among the poor and the illiterate. Unless we do something to break the cycle, today's foundering elementary students will become tomorrow's high school dropouts—and will parent another generation of victims.

Rayo is a highly intelligent seven-year-old who's already alienated from school.

He constantly provokes, prods, and punches his classmates, monopolizing his teacher's attention. Rayo has attended schools in three different districts. Late in the spring of first grade, he still can barely print his own name.

Rayo recently broke his glasses. His mother's welfare check won't cover the cost of new ones, so he goes without—seeing only blurs on the printed page.

His teacher can't get Rayo's mother to meet with her.

Munequita, too, could easily be dismissed as hopeless. She's failing kindergarten. She doesn't recognize a single letter of the alphabet. Her teacher, too, has been unable to arrange a parent conference.

Rayo's and Munequita's disaffection are the direct result of two national tragedies: teenage pregnancy and illiteracy.

Although names have been changed to protect privacy, both situations described are real.

Rayo's mother gave birth to him when she was only 15; Munequita's mother was even younger. Neither father is around. Rayo's mother speaks only Spanish; Munequita's mother speaks "Spanglish"—a mixture of Spanish and English—but can barely read or write. Both are on welfare.

Today's schools must teach many children from backgrounds like these. We lead the industrialized nations in percentage of 15- to 19-year-olds who are pregnant. Each year some 30,000 babies are born to American girls *under the age of 15.*

Statistics show that such children have a higher than average infant mortality rate and are likely to suffer from malnutrition and child abuse. They present an immense challenge for us educators.

Tougher requirements, teacher testing, merit pay, and other panaceas proposed by the think-tank crowd and adopted by the politicians will never solve the problems of the disaffected.

What can begin to turn these kids around is a simple, understanding, personal, on-the-line approach like the one we've developed at Switlik Elementary School in Jackson Township, N.J.

With kids like Rayo and Munequita, our first step is to establish communication with their mothers. Initially they see us as part of the "establishment," so earning these young welfare mothers' trust isn't easy—but it's vital.

The home-school coordinator and I both speak Spanish. We visit each family to explain how we plan to tailor instruction to help their child in our bilingual/ESL Learning Center. We also provide emotional support to help the child gain a better self-image. More serious cases we refer to outside agencies.

All disaffected students become part of our "pull-out" program, in which the home-school coordinator and I (the bilingual teacher) work closely with classroom teachers, tutoring students one on one or in small groups.

We read to them (more about that later). If they can't write, we write down their answers as they dictate. If they can write, we read their answers aloud, to let them know their message is received and that writing is important.

But our intervention isn't limited to these pull-out sessions. A typical lunch scene, for example, might go like this:

Rayo is standing on a table, roaring obscenities in clear, slightly accented English. He illustrates his remarks with colorful, obscene arm-and-finger motions. Then he spots me and stops. Rayo and I have established a rapport, so I don't hesitate.

"OK, Rayo, *ven conmigo* (come with me)," I say. He clasps my hand and we head toward my empty classroom. "*Rayo, to no debes hablar asi. ¿Entiendes?* (Rayo, you mustn't talk like that. Do you understand?)"

"*Si, Papi* (yes, Daddy)."

"*Tu debes sentarte tranquilamente. ¿Entiendes?* (You have to sit still. Do you understand?)"

"*Si, mi Papi* (yes, my Daddy)."

"*Tu debes comportarte bien. ¿Entiendes?* (You have to behave yourself. Do you understand?)"

"*S-s-s-si, m-m-mi P-p-p—*"

Suddenly his arms are around my neck. I feel warm, salty tears on my cheek.

That afternoon the home-school coordinator and I visit Rayo's 22-year-old mother. Encouraged by our use of Spanish, she confides in us.

"I can't handle him. I can't manage him. What am I gonna do? I send him to his room. I slap him. I spank him. Nothing works. Hey! I'm 22, he's 7."

The young woman has no one to turn to; her own mother has had nothing to do with her since her pregnancy, and Rayo's father has run off. Now I understand why Rayo calls me Daddy.

I also know what's causing Rayo's misbehavior at school. He's acting out his anger. Rayo bears the overwhelming burden of a shattered self-image resulting from his father's abandoning him.

When a mother can't discipline her child, teachers can't either. Both Rayo and his mother need professional counseling. We call our county's Hispanic association, and soon mother and son are seeing a bilingual social worker and a family counselor.

The mother is grateful for our help. But since she feels too stung by "the shame and disgrace and scandal and all" to listen to her son's teacher describe his misbehavior in class, she refuses to confer with her. We promise to continue visiting and to do all we can to help.

Munequita is well behaved. But she's as alienated from school as Rayo, though in a very different way.

This bright, witty kindergartner faces retention. She can't master any letter shapes or sounds.

She doesn't speak either English or Spanish well. When I ask her age, she holds up five fingers: "Me this many!" Then holding up six fingers, she adds, "Soon make this many!" Munequita's linguistic problems hinder her learning.

The home-school coordinator and I visit Munequita's mother and learn that she, too, is single and ashamed to face her child's teacher. But our home visit makes a dramatic difference.

"I can hardly read," the mother confides, "and it's my own dumb fault. I knowed better. My mama—she brung me up right. And me—spent more time in the principal's office than in class, when I wasn't playin' hookey. Munequita ain't gonna make my stoopit mistakes. That baby is my life!"

Fortunately, Munequita's mother—unlike Rayo's—doesn't have to face life with her child alone. Her own mother, an immigrant from Central America, stood by her daughter during and after her pregnancy.

Buoyed and inspired by the strength and encouragement of her mother and grandmother, Munequita responds well to our intensive, individualized instruction.

No one had ever read to Munequita. Until she entered kindergarten, she had never seen a book. But before children can learn to read, they must hear stories, fables, rhymes, and poems. They must grasp the concept that letter shapes symbolize sound and meaning.

To compensate for Munequita's lack of intellectual preparation, we began to read to her in abundance—in both English and Spanish. Soon she started becoming familiar with stories and using more complex words and ideas.

Munequita now speaks in mature language patterns. She's made impressive progress—and will pass to first grade.

Her mother has imitated us at home. In fact, inspired by our visit, she began teaching herself to read and, to her surprise, learned readily.

One caution: although we read, read, and read some more to our disaffected students, we *never demand that they read to us.* To do so would debilitate and demoralize them. Instead, our reading *to* students improves their verbal comprehension and inspires them to want to read to us.

We read them short stories, directions, math problems, science and social studies texts, newspaper sports pages, even advice to the lovelorn if that's what they want to hear! As a result, our students often ask—and sometimes even *beg*—to read. Often they start taking books home to read to their families. One troubled sixth grader, who not long ago read at a second grade level, now reads accounts of his favorite baseball team in the *New York Times.*

The disaffected kids of the late 1980s need a little push, not the threat of increased testing or failure.

Since confining our efforts to the classroom won't work, let's all pay closer attention to these students' home conditions. Let's pool our resources with those of community social agencies.

Let's give disaffected kids a chance! We *can* reach them—and teach them. □

Association member Walt Lidman is a bilingual/English-as-a-second-language teacher at Switlik Elementary School in Jackson Township, N.J. He notes that without the support of home-school coordinator Betsy Hernandez, principal Frank White, and Jackson's coordinator of funded programs Suzanne Reilly, this program could never have been a success.

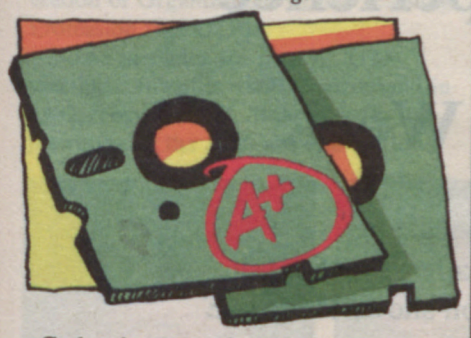
TECH TALK

NEA, ETS Join Forces To Help Teachers Write Better Tests

Designing creative yet useful classroom tests is a challenge facing teachers of all subjects, at all levels. Now, with the help of NEA members, the Educational Testing Service (ETS) is developing a computer software package that will help teachers and students alike, by providing access to test designs that more effectively complement classroom instruction.

With this new software, even teachers who are not computer-savvy will be able to develop objective classroom tests that go beyond measuring simple recall.

The software project represents close collaboration between the nation's foremost testing corporation and a special advisory panel of five NEA members. Work began last February under the direction of Sybil Carlson, an ETS researcher and author of the handbook *Creative Classroom Testing.*



Carlson's approach to testing incorporates a range of 10 types of test items that attempt to measure—more accurately than do the traditional essay, multiple-choice, and true-false questions—what information and skills students have learned. Her models include questions asking students to arrange items or events in rank order, select the best choice from several correct answers, complete a matrix showing relationships between two variables, and so on.

The software package will help teachers develop their own test items, based on these 10 models, and then judge each item against objectives they've set for their students in both content (knowledge) and behavioral (skills) areas. The program will be designed to run on the IBM-PC or systems 100 percent compatible with the PC.

The software will guide teachers in selecting the appropriate format for each item, depending on how the item matches any given objective(s). The objectives and the item format used will create an index for classifying and retrieving test questions.

Other software elements, to be developed later, will permit teachers to access the following functions: computer-assisted item creation, item browsing and selection, test formatting and printing, item and test editing, and on-line help.

Among the Association members serving on the ETS panel is Keith Zook, computer coordinator for the Grosse Ile (Mich.) Township Schools and member of the NEA Board of Directors. Zook hails the software package as a "very positive and very ambitious" attempt to revolutionize the process of test development.

"Very little testing software is now available for the classroom teacher," he points out. "Completion of this project will begin a new era in classroom computer application."

"If teachers model their tests after Carlson's method, using this software," notes NEA Instruction and Professional Development Director Sharon Robinson, "the result will be a more intellectual approach—one testing finer discrimination skills—than if they had designed a strict multiple choice exam."

Progress of the 15-month project is right on schedule. The development stage will soon be over, and pre-testing is set for early 1987. Following refinement of the system, a broad group of interested NEA members will be recruited to help field-test the program in actual classroom settings.

"There's no question the final software package will be super," Zook believes. "We've talked in ideals—what we would like to see done. The result should be an exciting product."

Other NEA members on the panel are Indiana State Teachers Association President Damon Moore; Renton, Wash., Chapter 1 teacher Linda Pickles; Littleton, Mass., high school math teacher Leon Kurasowicz, Jr., and Baldwin Park, Calif., remedial English teacher Mary Lois Tinson.

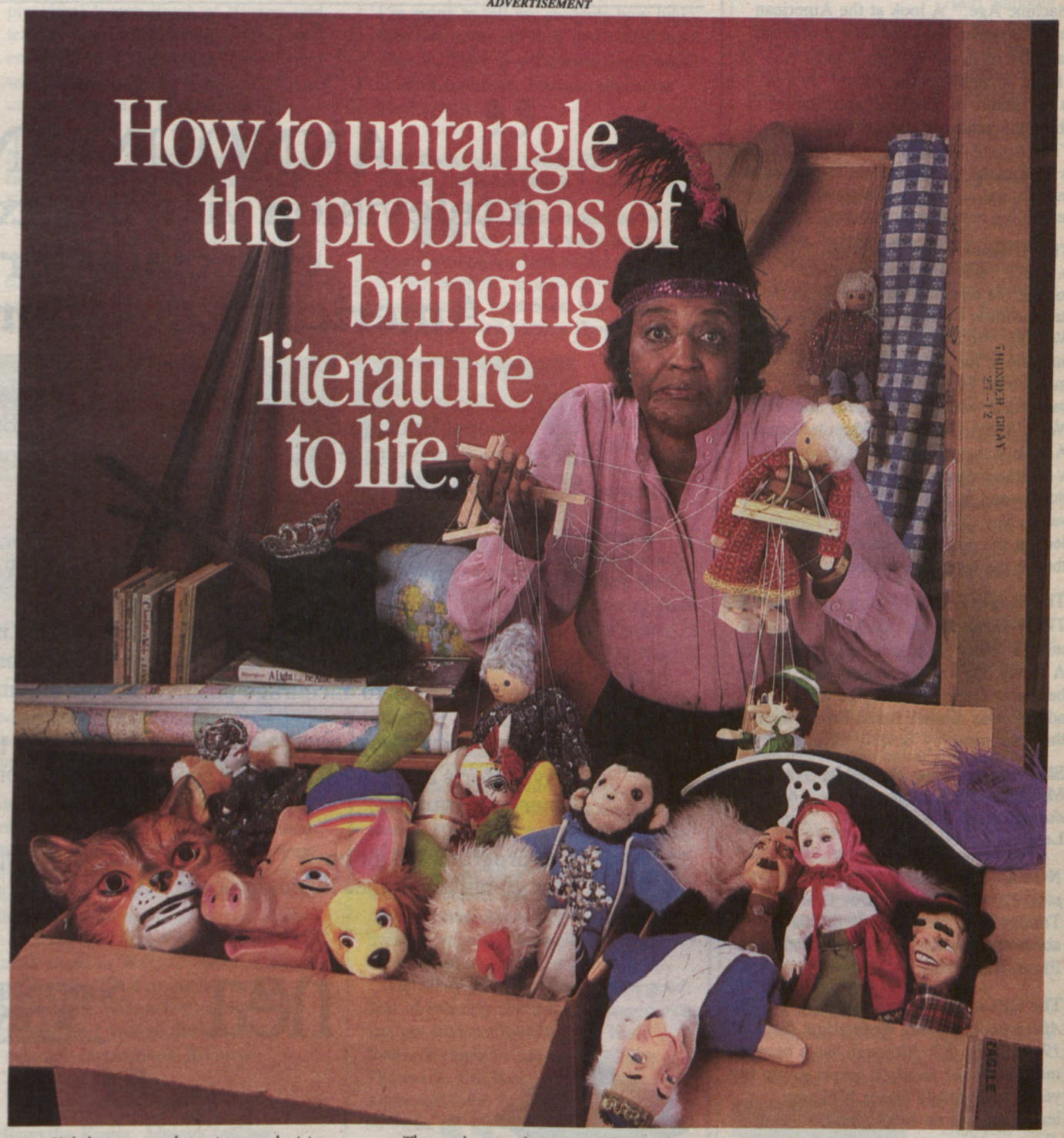
—Karen Comiskey Jenkins

Want To Know More?

If you want to get a head start on familiarizing yourself with Sybil Carlson's techniques for test development, you can order a copy of her handbook *Creative Classroom Testing.*

Send $14.95 to the Educational Testing Service, Publications Order Service, CCT, CN 6775, Princeton, NJ 08541-6775. Be sure to specify item #278918/59957 in your request.

ADVERTISEMENT



Kids love to watch stories on television. So when you make TV a part of your classroom, you can help your kids witness the wonders of literature without pulling a lot of strings.

The elementary language arts TV series funded by the Corporation for Public Broadcasting bring compelling immediacy to the stories you want your kids to learn — and learn from. They breathe life into the fanciful illustrations in the finest children's books. Give powerful and dramatic voice to the classic characters of literature. And show the timeless magic of fables and folktales with breathtaking realism.

These television lessons are designed to fuel your students' imaginations, to help you start them on a lifetime love affair with books. They're carefully matched to specific reading levels and curriculum requirements. And with video cassette players, TV is as flexible and convenient to use as your chalkboard.

For more information about public television's K-12 classroom programming in language arts and other subjects, contact the instructional services office at your local public TV station. Or send in the coupon below. And find out how television can help your kids discover the riches of reading.

☐ *YES, I would like to learn more about elementary language arts and other classroom programs from the Corporation for Public Broadcasting. Please send me free information at no obligation.*

cpb

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Address_____

City/State/Zip_____

Grades Taught_____

Mail to: Corporation for Public Broadcasting, Office of Education, 1111 Sixteenth Street NW, Washington, DC 20036. 1B

RESOURCES

TV/Radio Tips

Kids America—*American Public Radio, Monday-Friday, 6:30-8 p.m. ET.* Live call-in program for children.

Wonderworks—*PBS, Saturdays, 8-9 p.m. ET. Nov. 1:* "Bridge to Terabithia." Story of a special friendship between two 11-year-olds in a farm community. *Nov. 8 and 15:* "The House of Dies Drear." Two-part mystery about a family that moves into an old mansion, once part of the underground railroad.

Out of the Fiery Furnace—*PBS, Sundays, 7-8 p.m. ET. Nov. 2:* "Into the Machine Age." A look at the American industrial revolution and how it affected daily living in the Western world. *Nov. 9:* "From Alchemy to the Atom." A look at the results of scientists' speculation about the nature of metals. *Nov. 16:* "The Age of Metals: Can It Last?" A look at the environmental impact of mining, the recycling of metals, and the search for new energy sources.

The Africans—*PBS, Tuesdays, 9-10 p.m. ET. Nov. 4:* "New Conflicts." A look at the tensions that arise from the juxtaposition of three different legacies. *Nov. 11:* "In Search of Stability." An analysis of the various forms of governments tried by Africans: which have succeeded, which have failed, and why. *Nov. 18:* "A Garden of Eden in Decay?" A look at the problems that ensue when a continent doesn't consume what it produces—and must import what it does consume. *Nov. 25:* "A Clash of Cultures." A look at the possibilities for Africa to synthesize the legacies of three cultures.

The Mouse and the Motorcycle—*ABC-TV, Weekend Special, Saturdays, Nov. 8 and 15; check local listings for times.* A lonely boy visits a country inn, where he shares his toy motorcycle with an adventurous mouse. Based on the book of the same name by Beverly Cleary.

Shakespeare Hour Hosted by Walter Matthau—*PBS, Sundays, Nov. 16 through Dec. 7, 3-4 p.m. ET.* "King Lear" in four episodes.

NOVA—*PBS, Tuesday, Nov. 18, 8-9 p.m. ET:* "Is Anybody Out There?" Lily Tomlin has a featured role in this play about the scientific search for intelligent life in outer space.

The Gift of Amazing Grace—*ABC-TV, Afterschool Special, Wednesday, Nov. 19, 4-5 p.m. ET.* Although she's been a member of her family's gospel group for years, 16-year-old Grace Williams learns she has no singing ability—and discovers that everyone has special talents and limitations.

Smithsonian World—*PBS, Wednesday, Nov. 19, 8-9 p.m. ET:* "The Wyeths: A Family Portrait." The five children of late American artist N.C. Wyeth discuss the close-knit family life they experienced while growing up and how it has influenced three succeeding generations.

Chester, I Love You—*ABC-TV Disney Sunday Movie—Thanksgiving Special, 7-8 p.m. ET; check local listings for date.* Young son of a farm family overcomes loneliness by raising a wild Canada goose, only to learn that the bird is intended for Thanksgiving dinner. Stars Lloyd and Dorothy Bridges and their son Bo and grandson Jordan.

CBS Schoolbreak Special—*CBS-TV, Friday, Nov. 28, 12:30-1:30 p.m. ET:* "Have You Tried Talking to Patty?" Rebroadcast. A hearing-impaired teenager adopts a new image to compensate for her handicap. *Friday, Nov. 28, 1:30-2:30 p.m. ET:* "Romeo and Juliet on Ice." Rebroadcast. Free teachers' guides available from CBS, 51 W. 52nd St., New York, NY 10019.

The Kingdom Chums: Little David's Adventure—*ABC-TV Prime Time Special, Friday, Nov. 28, 8-9 p.m. ET.* First of a new series of live action specials teaching courage, self-respect, and honor through stories about three children who discover that their stuffed toys have witnessed Biblical events.

The Ted Kennedy, Jr., Story—*NBC-TV, late November; 9-11 p.m. ET; check local listings for date.* Drama about Sen. Edward Kennedy's son, who lost a leg to cancer but has gone on to lead an active life and become an advocate for the rights of the disabled.

The Elm-Chanted Forest—*HBO, late November or sometime in December; check local listings for dates and times.* Animated 90-minute holiday feature for young children, written by Fred Sharkey, with music by Dennis Leogrande, two Association members who teach high school in New Jersey.

Main Street—*NBC-TV, Tuesday, Dec. 2, 4:30-5:30 p.m. ET.* Host Bryant Gumbel discusses current events with high school students.

What Ho! Jeeves—*National Public Radio; check local listings for dates and times.* Six-week series dramatizing the stories of P.G. Wodehouse.

Zoolibee Zoo—*syndicated; check local TV listings for channel, dates, and times.* Weekly live action series designed to promote children's creativity, imagination, and interest in the arts. Ben Vereen stars. □

ANNOUNCING
a television viewing experience especially for American Education Week

The National Education Association and the Turner Broadcasting System have joined forces to produce a special one-hour television show, ***WHOSE SCHOOL IS IT?***

This unique program will premiere at 5:30 p.m. ET on Sunday, November 16, the first evening of this year's American Education Week celebration.

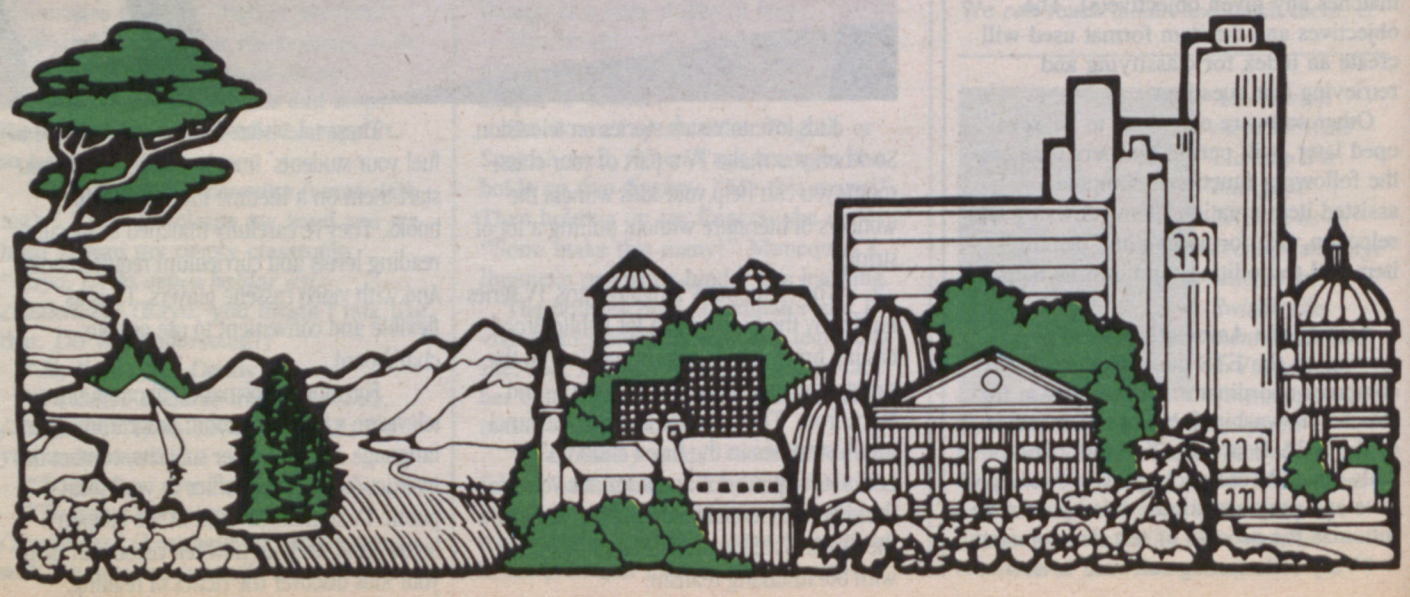
WHOSE SCHOOL IS IT? is a historic event. For the first time ever, a major education organization and a major television broadcasting company have joined forces to encourage positive change in American public education.

WHOSE SCHOOL IS IT? will take a close look at how imaginative collaborative efforts at the local level are producing educational success stories for America's youth.

The program will air on WTBS, the Atlanta-based superstation available to over 40 million homes throughout the nation.

nea

SuperStation WTBS 17
GREAT AMERICAN TELEVISION



INTERNATIONAL

'We ARE The World'

Four NEA members discover they share a lot more than they thought with their colleagues from around the globe.

What status do teachers and other school workers occupy in different societies? How do their nations' political systems affect their work? As union members? How can cooperation with colleagues in other countries change life and work for U.S. educators?

These are among the questions that drew almost 100 NEA members to Regina, Saskatchewan, this past August to serve as delegates or observers at the biennial Assembly of the World Confederation of Organizations of the Teaching Profession (WCOTP).

Some had attended past WCOTP meetings: Brazil in 1980, Switzerland in 1982, Togo in 1984. But thanks to the proximity of the 1986 site and the low cost of getting there, this year's near-record NEA attendance—50 delegates and 46 observers—included many Association members making their first foray into international deliberations.

NEA Today asked several of these new participants what they found at the Assembly—and how they thought the week of mingling with some 550 colleagues from around the world would affect them when they got back home. Here's what they had to say.

Susan Martin, chemistry and biology teacher, Analy High School, Sebastopol, Calif.:

"What struck me most forcibly is the glaring difference between our situation as teachers in industrialized countries and those of our colleagues elsewhere—for instance, the man from Colombia who can't visit his family because as a teacher organizer he's being pursued. People are facing tremendous political difficulties just for wanting a teacher organization.

Also, the differences in working conditions really put the problems we face here into perspective: in my own case, trying to stop an attempt to add four students to each chemistry class. That's a battle worth fighting, but it's a different battle from the ones I've heard about here. We can be proud that our country is relatively good for teachers and still go on fighting to make it better.

When I get home, I want to try to get my state association involved in some practical projects. As [new WCOTP president] Joseph Itotoh of Nigeria said, teacher organizations in industrialized countries are throwing out manual typewriters that associations elsewhere could use to organize or in class."

Norman Ose, special education assistant, Wedgewood Elementary School, Seattle, Wash.:

"I was impressed to find people from all over the world coming together with a common cause—and to see that certain education problems are really universal. Almost everywhere resources are inadequate, and so is the right of school staffs to have input into decisions on educational policy.

I found, too, that not many teacher organizations include support staff. Bermuda is starting to take in instructional assistants. Support personnel have their own unions in many countries—some (in El Salvador, for example) working with the teacher unions on issues like salary.

I'm eager to find ways to support ESP involvement in WCOTP member organizations, and to get my own Associations more active on the international level, maybe through NEA's Peace and International Relations Committee."

Hiawatha Foster, biology teacher, Myers Park Junior High School, Charlotte, N.C.:

"I've had a chance to see how school conditions at home measure up. I get frustrated when I have 35 students—and when somebody hasn't put paper in the workroom, I get angry. But overseas, some teachers have 70 students in a class and no paper, ever. In North Carolina dues deduction is a good thing, but some governments deduct teachers' dues money and then keep it in order to fight teacher unity—they fear teachers and hate unity.

On those issues, we look good compared to other countries, but all of us around the world have a long way to go, and all of us must stand up for our rights.

So when I go home to my classroom, I'm going to tell my students how lucky they are: some children don't even have schools. Their governments don't want children educated, because education gives power."

Lois Zook, ninth grade English teacher, Monroe (Mich.) Junior High:

"I've been impressed by WCOTP's work to support education and teachers where they need it. For example, as soon as Baby Doc Duvalier fled from Haiti last winter, WCOTP started helping Haitian teachers set up a union and improve the education system. That's especially important because intellectuals have been leaving Haiti for years.

At this Assembly, the delegates discussed situations—in South Africa, Tunisia, and Nepal, for example—in which governments are trying to suppress academic freedom and the teacher unions. In listening to those teachers' stories, I've gotten a new understanding of what it means to be able to speak out. The Assembly passed resolutions on those problems, and the organizations often get real assistance—consultants, training, supplies, money—along with the political and moral support.

The study of English involves a good deal of learning about human experience, and my students look at some basic issues of freedom and responsibility. The things I've heard here have suggested some fresh ideas to try out on them."

The next WCOTP Assembly, in 1988, won't be so easy to get to: it's Asia's turn to act as host, and the meeting is scheduled for Melbourne, Australia. But if you'd like to visit that part of the world—and meet colleagues from *every* part of the world—you may want to start saving up now.

To find out how to apply for a delegate or observer's credential, write the NEA Office of Peace Programs and International Relations, 1201 16th St., N.W., Washington, DC 20036.

—Jane Power

Bryan Schlosser

Susan Martin

Bryan Schlosser

Norman Ose

Bryan Schlosser

Hiawatha Foster

Bryan Schlosser

Lois Zook

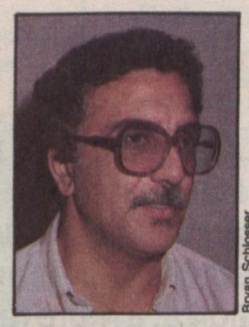
Overheard at WCOTP

When leaders of teacher organizations from around the world gathered in Canada this summer, they spoke of hard times, past and present—but also of accomplishments and hopes.

Bryan Schlosser

► **Haiti:** "Unions were abolished when Francois Duvalier took power in 1957," general coordinator Carl-Henri Guiteau of the Haiti National Teachers Committee explained. "Now, in building our union, we're trying to overcome 29 years without democratic practice and a democratic mentality."

► **Portugal:** "Right after the revolution in 1974—even before the law allowing us to unionize was passed—100,000 teachers met in a sports pavilion at 12:30 in the morning," recalled Antonio Teodoro, general secretary of the National Teachers' Federation. "After nearly half a century of dictatorship, they wanted a union right away. Now the president and the head of parliament come to our union's congresses, and the new basic education law includes almost all our proposals."


Bryan Schlosser

► **Tunisia:** "The government has replaced the leaders of the union movement with puppets, because the unions opposed a sharp austerity program," reported Junaidi Abdeljawad of the Union of Upper-Level Teachers and Scientific Researchers. The union's secretary-general is serving a year in prison for "defamation of public order."

► **Zimbabwe:** Reported Ben Mafukidze, president of the Zimbabwe Teachers' Association, "Until we liberated our country, there was no public education for Blacks—only missionary schools. And we could get just enough on-the-job training to keep us working for low pay. We still don't have enough teachers and won't have for decades, but at least we have a teachers college, and we're steadily improving the schools. It's a start."

Bryan Schlosser

► **Jamaica:** "Last year we had 10 months of job actions—but then the government made a big mistake," said Pat Robinson, secretary for administration of the Jamaica Teachers' Association. "They used public money for publicity opposing us. We asked, 'Why not spend the money on schools?' And the public supported us." □

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PERSONALLY SPEAKING

SHOPPING?

IT PAYS TO THINK TWICE ABOUT—

GETTING DEEPER INTO DEBT

Different family budgets can tolerate different amounts of debt. But beware of these warning signs:

► Spending more than 20 percent of your take-home pay on credit purchases (other than your mortgage).

► Being unable to save at least 5 percent of your take-home pay regularly.

► Borrowing to pay existing debts.

► Taking more than two years to pay off short-term debt.

► Not maintaining savings equal to at least four months' take-home pay.

If you recognize one or more of these signals that you're getting into trouble, the first step is to develop an "austerity budget." Add up all your sources of income for the year, then subtract necessary expenses for housing, food, clothing, transportation, insurance, and education. What's left over is your "discretionary income." Divide it by 12, then divide the total amount of your debts by the result—that gives you the number of months it would take to pay off your debts if you gave up everything but the essentials.

If you feel you can put yourself on an austerity budget long enough to get your finances back into shape, try these tricks.

1. Cut up all your credit cards—but be sure to notify the issuers first, so you don't wind up paying fees for cards you don't use.

2. Sign up for a payroll deduction savings plan. What you don't see you can't spend.

3. Be sure to pay off the debts with the highest interest rates first.

But maybe your debts are too big for you to handle alone. In that case, consider refinancing them. By consolidating many small debts into one larger one, you may be able to obtain lower interest rates, a longer term, or both—and so lower your monthly payments. But watch out for prepayment penalties or excess points that could leave you in a worse position.

If you can't get a refinancing plan that will help, look for a credit counselor. Your bank, credit union, employer, or creditors can direct you to one. Or contact the National Foundation for Consumer Credit, 8701 Georgia Ave., Suite 601, Silver Spring, MD 20910 (301/589-5690) or Family Services America, 11700 West Lake Park Dr., Milwaukee, WI 53224 (800/221-2681).

The counselor will analyze your situation and spell out options. The next step may be for you to contact your creditors and ask to renegotiate your loans. Most creditors will make special arrangements if it means they can get their money without taking you to court.

Declaring bankruptcy leaves the worst possible mark on your credit history. Each year many people collect that mark because they either don't appreciate the consequences or don't understand their options. Bankruptcy is easy and inexpensive—but it remains on your credit history for 10 years.

Chapter XIII of the Bankruptcy Code offers a more lenient form of bankruptcy sometimes called "working bankruptcy," in which the wage earner can pay off debts under court protection. Using Chapter XIII is harder and more costly in legal fees than simply going bankrupt, but if you can swing it, the reduction in harm to your credit history makes it worthwhile.

Credit can be an important financial tool, but if misused it can create financial nightmares. Consider the consequences the next time you borrow. □

New NEA Credit Guide Available

NEA has just published a free 24-page *Consumer Guide on Credit*, full of advice on obtaining credit, maintaining a good credit history, budgeting, and understanding your credit rights.

To obtain your copy, contact your state Association or write to NEA Special Services Response Center, 51 Monroe St., Suite 200, Rockville, MD 20850. □

WARRANTIES

A warranty (often in writing) is the manufacturer's or seller's promise to stand behind a product—more or less. It pays to compare warranties along with style, price, and other characteristics of competing products before you buy.

The Magnuson-Moss Act of 1975 requires that warranties be available for you to read before you make a purchase. Here are some questions to keep in mind.

► What parts and repair problems does the warranty cover—or not cover?

► Are any expenses (labor, for example) excluded?

► How long does the warranty last?

► Will you have to do anything inconvenient or expensive (like returning something large to the factory) to get repairs?

► What will the company do if the product fails—repair it, replace it, or return your money?

► Does the warranty cover "consequential damages"— losses caused by the product's failure?

► Does the warranty contain conditions or limitations—perhaps on personal or business use of the product?

Although written warranties aren't legally required, another type of warranty is. "Implied" warranties, which every state has established by law, cover almost any purchase you might make. If problems arise that aren't covered by a written warranty, you should investigate the protection given by implied warranties.

The most common type of implied warranty, the "warranty of merchantability," guarantees simply that the product will do what it's supposed to do—that a car will run, for example, or a toaster will toast.

Another type is the "warranty of fitness for a particular purpose." This applies when you buy a product on the seller's advice that it's suitable for a particular use. For example, a seller who suggests you buy a certain sleeping bag for zero-degree weather warrants that the bag will be suitable for zero degrees.

Implied warranty coverage can last as long as four years, depending on the state. Your purchase is covered by implied warranties unless it's marked "as is," or the seller otherwise indicates in writing that no warranty is given. "As is" sales are not permitted in Kansas, Maine, Maryland, Massachusetts, Mississippi, Vermont, West Virginia, or the District of Columbia.

Sometimes a sales-person will issue a "spoken warranty"—promising, for example, that the store will provide free repairs.

However, if this spoken warranty isn't in writing, you may not be able to get the promised service. *Have the salesperson put the promise in writing, or don't count on the service.* □

SERVICE CONTRACTS

For many consumers, buying a service contract means buying peace of mind. Like a warranty, a service contract provides repair, maintenance, or both for a specific time period—but it costs extra and is sold separately. Before you buy any service contract, it pays to get answers to these questions.

► *What does it cover?* A service contract may cover only certain parts of the product or specific repairs. Read it carefully. Service contracts don't cover repairs resulting from misusing the product or failing to maintain it properly. Also, you may be obligated to take certain action, such as notifying the company of problems, to ensure that the contract is not voided.

► *What will the service contract give you that the warranty won't?* Make sure the additional coverage will be worth the extra expense.

► *What other costs will you have?* Service contracts often have deductibles (repair charges that you must cover up to a certain dollar limit), charges each time the item is serviced, limits or exclusions on certain expenses such as towing, and cancellation or transfer fees if you sell the covered product or wish to end the contract.

► *Where can you get service?* Service contracts offered by a local retailer or dealer may be good only for local service, so think twice if you're likely to travel with the product or to move away.

► *Who is responsible for the contract?* If the service contract company goes out of business and cannot repay claims, you have little recourse. So before you sign a contract, make sure the company is reputable and has insurance.

► *Can you purchase the service contract later on?* You may be better able to tell if you need a service contract after you've owned the product for some time. Consider waiting until your warranty expires before buying a service contract. □

Letters

Burnout Vanquished

The October cover story brought great inspiration to this English teacher. Utah's Jordan school district is very impressive with its 12-month school year of nine-weeks-on, three-weeks-off, and lower class size. There was even the incentive that Jordan teachers "always have a vacation to look forward to," so there'll be "less burnout."

However, despite the system's attraction, this is one teacher in a traditional setting who's never burnt out. I guess when it comes down to it, I like the excitement of returning in the fall with new lesson plans and a suntan.

Suzy Hersk Handler
Houston, Texas

Good for McGehee!

Thank you for the excellent interview with John McGehee in the October issue. I hope Mr. McGehee will continue to write to President Reagan until he gets a response!

I particularly appreciated Mr. McGehee's attitude about not paying math and science teachers more than other teachers.

L. G. Hackworth
Rexburg, Idaho

Censoring Sex

I fail to see how warning labels on records containing sexually explicit lyrics constitute censorship (Debate, October). A warning is just that: advice to beware.

While such labels may not discourage all teenagers from purchasing such records, they would certainly make the task of screening potential purchases much easier for parents. They would also bring more attention to the problem of lyric content in materials intended for young listeners.

The recording industry knows this is a first step toward a rating system which would classify records as "adult" in nature, and thereby prohibit such materials from being purchased by minors. Since teens make up a large portion of the record-buying public, the financial consequences would be devastating.

At the same time, these recording "artists" would be forced to clean up their act or see their sales decline. I wonder how many of them would elect to lose large sums of money in exchange for their lack of discretion?

As a music educator, Mr. Lindstrom should know there is a great difference between "artistic freedom" and "artistic license." Labels are not an act of censorship; they are a much-needed caveat in the mass market of sound recordings.

Russ Haag
Brewton, Alabama

Let's Hear It for the Positive Side of Today's Youth

Today's Education, the special issue of *NEA Today*, was interesting and full of bits of condensed information useful to teachers. You alleviated the heavy reading necessary to understand education studies. You encapsulated facts in easy-to-read charts and short articles. This has its place and use, particularly at the beginning of a school year when the average classroom teacher feels a great deal of stress.

However, take some time to review "Today's Children: A Profile" on page 23. The introductory paragraph tells us that the demographics of today's youth are different from those of previous generations, yet no supporting information is offered. How many illegitimate children were there 10, 20, 50, or 100 years ago?

Consider also the bias of this profile. Why should its primary emphasis be on the minority of children? Only 14 percent of today's youth are illegitimate. A large majority—86 percent—are conceived under traditionally accepted norms.

Likewise, if 40 percent of today's youth will be living with a single parent by their 18th birthday, then 60 percent will be living in a home with two parents. Over half will have a traditional home environment.

It's important and regrettable that 30 percent are latchkey children, 20 percent are living in poverty, 15 percent don't speak English, 15 percent have physical or mental handicaps, and 10 percent have poorly educated parents.

But the good news is that we teachers have educated 90 percent of today's parents to an acceptable standard, 85 percent of our children speak English and are basically healthy, 70 percent are not latchkey children, and 80 percent don't live in poverty.

This is a phenomenal success story unrivaled in the history of mankind. You need only to scratch the surface of America's past to see widespread poverty, illiteracy, and ignorance.

Thanks for encapsulating information for us, but please refine the methods you use. Make sure your profiles reflect an accurate picture of the majority, for that is the intention of a profile.

Cherie Goble
Marion, Iowa

Sexist Stereotypes

I am writing this on behalf of my colleagues and friends at the Portsmouth (R.I.) Middle School. We are a group of women and men who have established a tradition of sewing a friendship quilt for retiring members of our department.

The picture on page 7 of the October *NEA Today* hardly represents us as quilters. We have many years ahead of us before we're white-haired and bespectacled.

We do expect more from *NEA Today* in helping to deter, not encourage, stereotypes.

Diane DiLorenzo
Portsmouth, Rhode Island

Ed. note: That's not all that was wrong with this particular picture. See "Correction" on page 6 of this issue.

Fur Flies

I'm concerned about an advertisement on page 91 of the 1986-87 issue of *Today's Education*, sponsored by a group that calls itself "People Against Commerce in Wildlife."

The ad's intent is to seek funds, which is certainly a legitimate activity. However, this is being done by completely misrepresenting Project WILD.

Project WILD is an "interdisciplinary, supplementary environmental and conservation education program emphasizing wildlife." As a training facilitator for this wonderful program since 1983, I have *not* found a single one of the goals your advertiser attributes to the program, in either the original guides or the recently revised edition.

Our mission is to help youngsters learn *how* to think, not what to think. There has been a great deal of potential damage done to Project WILD by this advertisement. I hope this will be undone!

Janet L. van Mastrigt
Livermore, California

I am a teacher who has taken the Project WILD class. I am *very* disappointed you have run the ad you did for Bob Barker, chair of the People Against Commerce in Wildlife.

The "goals" of Project WILD as listed in the advertisement were not taught at all. In fact, it was just the opposite. The whole course was on how we can preserve the "critters."

I think you need to do some research into Project WILD!

Janice Christiansen
St. Anthony, Idaho

Ed. note: Readers who want to find out more about Project WILD for themselves can write to Project WILD, Salina Star Route, Boulder, CO 80302.

Improving Our Image

This year I received my school district's most prestigious award: outstanding teacher. I was pleased, but my enthusiasm didn't last long.

Why must teachers receive only token acknowledgment for a job well done? Exceptional employees at IBM or E.F. Hutton receive financial rewards; successful researchers are awarded grants and continued funding. Where did the idea come from that wall plaques motivate teachers?

As our numbers shrink and the demand for us increases, we gain additional power at the bargaining table. Over the next few years we'll have the opportunity to enhance our status and will be in a better position than ever before to negotiate for tuition reimbursement and other professional rewards.

A key to attracting, stimulating, and keeping teachers is to change the present pay scale. Most teachers are paid according to their years of service and degrees earned. There are no pay steps for innovation or excellence or for incorporating current research into classroom curriculum.

School systems can foster educational excellence by providing monetary incentives and tuition reimbursement. My district is currently paying the tuition for a writing course I could not have attended without financial support.

Educators can do much to upgrade their professional status, making teaching a much more attractive field. A large corporation can turn to a public relations firm to improve its image; we teachers are going to have to do this ourselves.

Laurie Eckert
West Milton, Ohio

Too often I've attended professional and informal gatherings and heard teachers "badmouthing" their own profession. How can we expect public education to have a positive public image if we demonstrate negativism among ourselves?

Our questionable feelings, actions, and remarks about our work filter out into our communities, where too many people already consider our accomplishments debatable. Why fuel this fire of doubt?

Let's not hinder efforts to upgrade our status by simultaneously downgrading it ourselves. I offer the following guidelines as suggestions to help bolster our public image:

1. Handle complaints about policy and procedures professionally; work through the appropriate channels.
2. Avoid making negative remarks about education in public places and even among friends; maintain and display a positive attitude.
3. Refrain from censuring your fellow workers.
4. Refuse to allow rumors to capture your attention.
5. Support those who govern policy. If you're dissatisfied with your job, talk with your supervisor and work out a solution.

Marianne Melnick
Warner Robins, Georgia

Local Funding Best?

The NEA leadership seems to think that the fairy godmother who pays for things should be the federal government. But every time another governmental level must administer a fund, that fund is depleted by perhaps as much as 25 percent.

So as federal education dollars filter down to the state and then to the school district and finally to the school building, as much as 75 percent can be wasted. Education funds generated at the state level may be depleted by as much as 50 percent. Those funds that come from *local* taxes are the ones that really benefit the school the most.

Wouldn't it be nice if NEA became more interested in saving tax dollars by advocating a weaning from the federal "trough"? Let's put the power of our organization behind lowering the federal deficit, instead of fighting it every step of the way.

George R. Lewis
Weed, California

Experience Counts

When are we as a profession going to demand that districts place incoming teachers on the salary scale at a level commensurate with their previous years of experience?

I know of no other profession in which employers "only allow five years of prior experience for salary considerations." State and federal civil service workers move but retain seniority, together with salary placements.

NEA Today could provide a major service by publishing a list of school districts (state by state) that allow full—or at least more than five years'—credit for salary placement. This would force all districts to radically change their hiring procedures and compete for teachers in an open job market.

Districts seem to have few qualms about offering competitive salaries when recruiting administrators. Let them do likewise for teachers.

David S. Siegrist
El Monte, California

What's *your* opinion? NEA members are cordially invited to use this page to exchange ideas with their colleagues around the nation. We reserve the right to edit letters for length. Address correspondence to "Letters," NEA Today, 1201 16th St., N.W., Washington, DC 20036.

Debate

Has America Gone Overboard With Publicity On Missing Children?

Andrew Ratkind

YES

Jan Thomas, an elementary counselor in Boise, Idaho, has 26 years' experience as a counselor and second grade teacher. She gives workshops for the Idaho Education Association and is active in professional counseling organizations. After raising two young children as a divorced mother, she has a special concern for children and families.

"*What should you do when a stranger speaks to you?*"

"*Kick him.*"

As an elementary counselor, one of the topics I discuss with children is personal safety. But responses like this one from a second grade class made me realize we have overdone it.

I'm disturbed when children in a classroom show such a profound distrust toward other people. But answers of this kind are no longer unusual. The nationwide hysteria about missing children is poisoning our children's minds.

It is undeniably tragic when children turn up missing. I feel deeply for any parent who has lost a child, even for a short period. But the billions of photographs on milk cartons, paper bags, and even on posters in school hallways are doing more harm than good.

It's because I care about children and their families that I deplore the fear campaign directed at them.

Why is there such concern lately? One reason is that statistics about missing children are poorly kept, with inconsistent reporting of cases and their disposition. And once an incorrect figure is quoted in the national media, it tends to be taken as gospel, winning new converts each time it's used.

One figure often seen is that of a horrific 1.5 million children disappearing each year. But the FBI annually reports fewer than 30,000 cases of missing children nationwide. This number still sounds serious, until we realize that 90 percent of these children are runaways (most of whom return in a few days), while a majority of the rest are taken by noncustodial parents after divorce.

How many children are actually kidnapped by strangers? Last year, only 68 who either weren't found or were found in another state, according to the FBI.

Your child has twice as much chance of being struck by lightning.

"*What should you do when a stranger speaks to you?*"

"*Run away.*"

One little girl at my school was so frightened of being stolen by a stranger that she was afraid to walk to and from school. She insisted that her parents drive her in the morning and pick her up at the end of the day. Fear kept her from walking the two blocks.

Another boy had difficulty sleeping at night because of all the "scary stories" he had heard about "bad people who take children."

Parents aren't immune, either. Many are afraid to allow their children out of their sight because of the same "scary stories." What does this do to children's confidence?

Caution and fear are often confused. Caution is an important skill that children must learn, a constructive approach to potential danger. Fear, on the other hand, is a debilitating response, limiting a child's ability to think clearly and cope with the situation.

"*What should you do when a stranger speaks to you?*"

"*Don't answer, whatever you do.*"

Learning to hate and fear others is the last lesson we need in America today. Being civilized men and women as well as educators, we want our students to learn to trust and care for their neighbors.

Family education is the key to solving the problem of missing children. As children and their parents learn to relate to each other, fewer children will run away from home. As husbands and wives learn to solve their disagreements, there will be fewer divorces, and fewer children will be used as pawns by disgruntled spouses. And as we help our students grow in their own self-esteem, children will be better equipped to take care of themselves in new situations.

Some children are already the victims of unfortunate circumstances. But scaring the rest of them out of their wits is no solution.

Caring, not fearing, will help find America's missing children.

Joe Di Dio

NO

Diana Cotter teaches fifth grade at the Brooklyn Avenue Elementary School in Los Angeles. A 20-year teaching veteran, she's an activist in United Teachers–Los Angeles. When she thinks about missing children, Cotter is concerned not only about the youngsters she teaches, but also about her 5-year-old grandson, who lives with her.

Knowledge is better than ignorance. If knowing about something creates problems, then those problems need to be addressed and dealt with. Keeping people—children or adults—in ignorance isn't the solution.

I was a child in the 1950s, at the beginning of popular awareness about the nuclear age. Adults at that time were worried that we, the children, were going to be terrified—and harmed—by our fear of The Bomb.

In retrospect, I think my mother was more frightened than I was. I grew up with an awareness of nuclear dangers. I carried that awareness into adulthood and think that I've used it well, becoming an adult committed to and actively working for peace.

Children can often cope with far more than we adults realize. Things that adults find terrifying because they are outside our experience and control don't have to terrify children. When dangers are put in context and carefully explained, children can deal with them.

The abduction of children is a reality. To me, the proud grandmother of a 5-year-old, the ultimate horror is that my grandson would disappear—and we wouldn't know what happened to him.

As awful as it would be, I could deal with his death through accident or illness. But his disappearance and the ensuing uncertainty of his fate is my ultimate nightmare.

For this reason, I think all the publicity about missing children is wonderful: the photographs on milk cartons, grocery bags, and flyers—the posters, billboards, books, school lessons, board games, TV announcements and shows.

Children are being found. They're being found because all this publicity is making people—children and adults—more alert.

We're more alert not only to the danger for our own kids, but to the possibility that the children we deal with—whether as school employees or friends and neighbors—could in fact be missing children.

It's possible that some children are being frightened by all the publicity about missing kids. But the answer isn't to limit or halt the publicity. The answer is to deal with the fear—to make awareness of this danger constructive, instead of destructive and fear-producing.

And that's possible. As parents and as school employees we can teach our children that there is a problem and a danger—and that there are ways to deal with it. We don't have to scare children, but educate them to cope.

Most child kidnappings aren't perpetrated by strangers, but by adults—family members or friends—who are known to the child. The point isn't to inculcate an all-pervasive fear in our children, but to let them know how to take care of themselves.

One solution we use with Julian, my grandson, is a secret code word. Only Julian and my immediate family know the word. And Julian understands that if anyone—even a friend or another family member—comes to get him, he's not to go unless that person gives the secret word. We practice this so that Julian feels comfortable with the instructions and understands how he would carry them out.

The greatest source of fear is *not* knowing. Not knowing exactly what the danger is or what to do if confronted with it. If you talk to children, explain the danger to them, communicate with them, and let them communicate with you, it's not frightening—it's reassuring.

You're letting them know what could happen and how they can take care of themselves. The publicity about missing children isn't in and of itself frightening. It's an alert about a fact of life. And it's our job as adults to make sure our children—at home and at school—understand the facts and have the tools they need to protect themselves. □

NEW NEA Program!

Save on health products, prescriptions and vitamins with NEA'S Pharmacy Service!

The NEA Prescription Service and the Unified Vitamin Program have combined to bring you even more services and larger savings with *NEA'S Pharmacy Service*. . .the drugstore that makes housecalls. Now NEA members can enjoy *one-stop shopping* at home for *all* their family's health care needs at *below wholesale prices!*

Big savings on name brand and generic prescriptions!

The volume-buying power of NEA'S Pharmacy Service allows us to offer prescription drugs at the *lowest prices.* And, our complete line of generic drugs can save you up to 60% over name brands.

Send us the original doctor's prescription for you or any member of your family. Our *registered, licensed pharmacists* will verify and fill your prescription and *triple-check* it for accuracy.

$$$ Sample Savings $$$

Product	Strength	Price
Aldactazide (100 tablets)	25/25	$24.94**
Spironolactone 25 w/HCTZ* (100 tablets)	—	$ 8.28
Hydrodiuril (100 tablets)	50 mg.	$ 10.72**
Hydrochlorothiazide* (100 tablets)	50 mg.	$ 2.80

*NEA'S Pharmacy Service generic equivalent!
**Prices subject to change without notice.

Write to NEA'S Pharmacy Service for your FREE price quote on any prescription. Compare and save!

Low prices on vitamins and health products too!

Stock up your medicine cabinet today! We carry a complete assortment of name brand vitamins and health and beauty aids at *low prices*. . .and you'll find them all listed in our FREE catalog. Our quality VANCE® equivalents of your favorite name brand products will save you up to 60%! The quality is the same. . .only the prices are much less.

$$$ Sample Savings $$$

Product	Quantity	Sale Price
Ex. Str. Tylenol® Caplets	200	$13.50
VANCE® Ex. Str. TyleSerb™ Caplets*	200	$ 5.85
Centrum®	130	$ 9.00
VANCE® CenSerb™*	200	$ 6.05
Sudafed®	200	$11.98
VANCE® SudaSerb™*	200	$ 4.50

*NEA'S Pharmacy Service generic equivalent!

order below!

Send for your FREE catalog today!

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- 5% rebate for all members (full details in catalog)!
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Order Form

FREE pocket magnifier with qualified order of $20 or more!

KF-706

Prod. #	Product	Sale Price	Quantity	Net Total
9384-706	Extra Strength Tylenol Caplets	$13.50		
8630-706	Extra Strength TyleSerb Caplets*	$ 5.85		
9385-706	Centrum	$ 9.00		
6244-706	CenSerb*	$ 6.05		
9386-706	Sudafed	$11.98		
7367-706	SudaSerb*	$ 4.50		

*NEA'S Pharmacy Service generic equivalent!

SUBTOTAL:
Iowa residents add 4% sales tax:
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TOTAL:

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NEA'S Pharmacy Service Catalog

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P.O. Box 9105, Des Moines, Iowa 50306